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Stanly Community College

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General Catalog 1998 – 1999

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Stanly Community College

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General Catalog

1998 – 1999

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Volume 17

The College

Stanly Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees.

Stanly Community College is an equal opportunity educational institution and employer. The College does not practice or condone discrimination in any form against students, employees, or applicants on the grounds of race, color, national origin, religion, sex, age, or disability consistent with the Assurance of Compliance with Title VI and VII of the Civil Rights Act of 1964, Executive Order 11246, Title IX of the Education Amendments of 1973, the Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1992.

**AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION INSTITUTION
A UNIT OF THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

The Catalog

The purpose of the catalog is to furnish prospective students and other interested persons with information about Stanly Community College and its programs. Information contained in this catalog is subject to change without notice and may not be regarded as binding on the institution or the state. Efforts will be made to keep changes to a minimum; but changes in policy, graduation requirements, fees and other charges, curriculum, course structure and content, and other such matters as directed by the North Carolina Community College System or by the local Board of Trustees may occur after publication.

Catalog Cover

The cover photograph was taken by Daniel E. Wray, Stanly Community College instructor.

Five thousand copies of this public document were printed at a cost of \$9,472.

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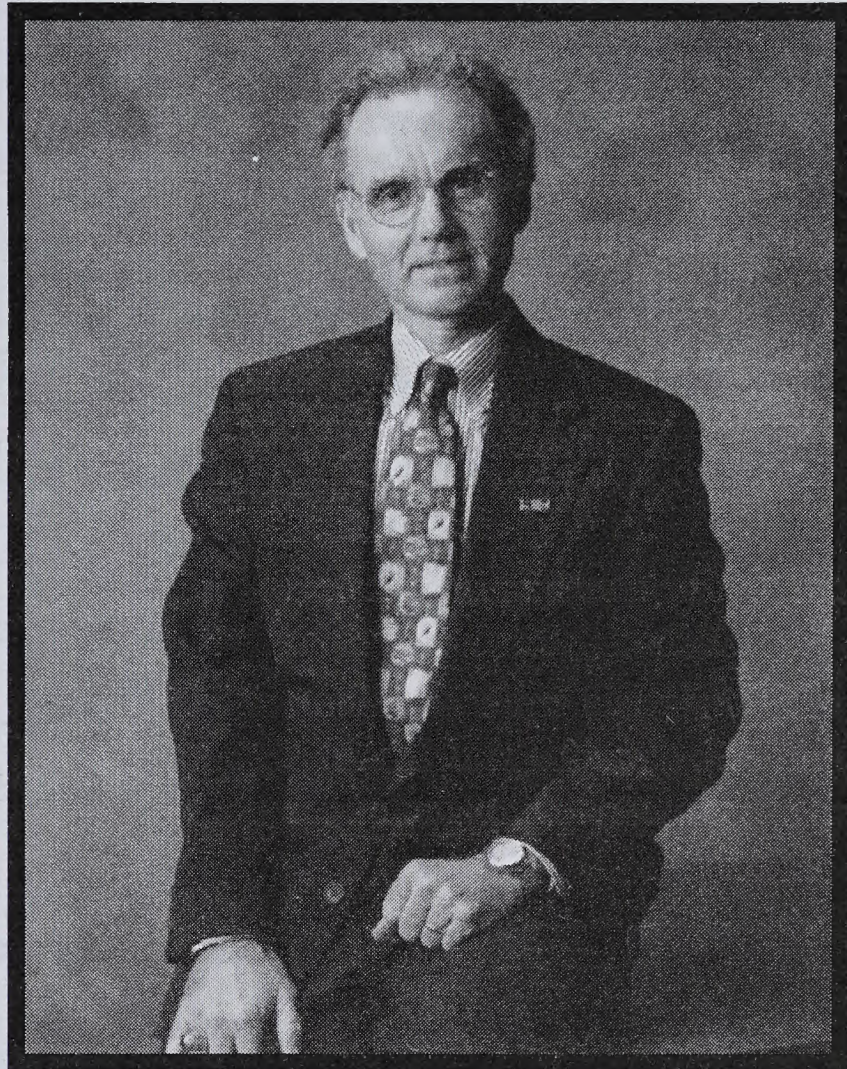
From the President . . .

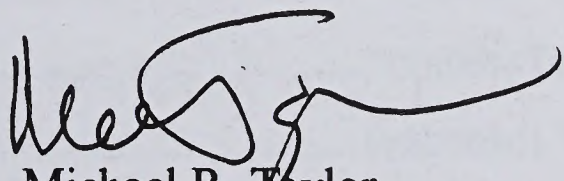
As you review this catalog, I hope you will give serious consideration to attending Stanly Community College. To complement the outstanding educational programs you will see in this catalog, we also have a very dedicated faculty and staff who work hard to create the type of environment in which you can succeed.

I think you will find that from the courses of study listed—including 21 two-year associate degree programs, 13 one-year diploma programs, and 8 certificate programs—there is an educational opportunity waiting for you. SCC programs are designed to provide you with the skills needed to be competitive in our ever-changing job marketplace.

I suggest you consider this catalog as a road map. Just as a road map helps you get where you want to go, this catalog contains information on courses and programs of study that can help you get where you want to be, both personally and professionally.

At Stanly Community College, we believe education is a journey, not a destination. And, as you begin this journey, I hope you will allow us to help you on that road. Please contact me or any member of our faculty or staff should you need assistance.




Michael R. Taylor
President

ACADEMIC CALENDAR 1998–1999**FALL SEMESTER 1998**

August 5 (Wednesday)	.....	New student orientation
August 13 (Thursday)	.....	Fall registration
August 17 (Monday)	.....	Classes begin
August 19 (Wednesday)	.....	Last day to register or add a course
September 7 (Monday)	.....	Labor Day holiday (no classes)
September 8 (Tuesday)	.....	Last day to request partial tuition refund
September 21 (Monday)	.....	Last day to drop a course with “W” grade
September 23 (Wednesday)	.....	Fall cookout
October 12–13 (Monday–Tuesday)	.....	Fall break (no classes)
November 2–5 (Monday–Thursday)	.....	Preadvisement for spring semester
November 10–12 (Tuesday–Thursday)	.....	Preregistration for spring semester
November 18 (Wednesday)	.....	Last day to drop a course with “WP” or “WF” grade
November 26–27 (Thursday–Friday)	.....	Thanksgiving holidays (no classes)
December 11 (Friday)	.....	Classes end
December 16 (Wednesday)	.....	Graduation

SPRING SEMESTER 1999

January 7 (Thursday)	.....	Spring registration
January 11 (Monday)	.....	Classes begin
January 14 (Thursday)	.....	Last day to register or add a course
January 18 (Monday)	.....	Martin Luther King Day (no classes)
February 2 (Tuesday)	.....	Last day to request partial tuition refund
February 15 (Monday)	.....	Last day to drop a course with “W” grade
April 2–9 (Friday–Friday)	.....	Spring break (no classes)
April 12–15 (Monday–Thursday)	.....	Preadvisement for summer and fall
April 20 (Tuesday)	.....	Last day to drop a course with “WP” or “WF” grade
April 20–22 (Tuesday–Thursday)	.....	Preregistration for summer and fall
April 28 (Wednesday)	.....	Spring Fest

May 12 (Wednesday) Last day of classes
May 18 (Tuesday) Graduation

SUMMER SESSION 1999

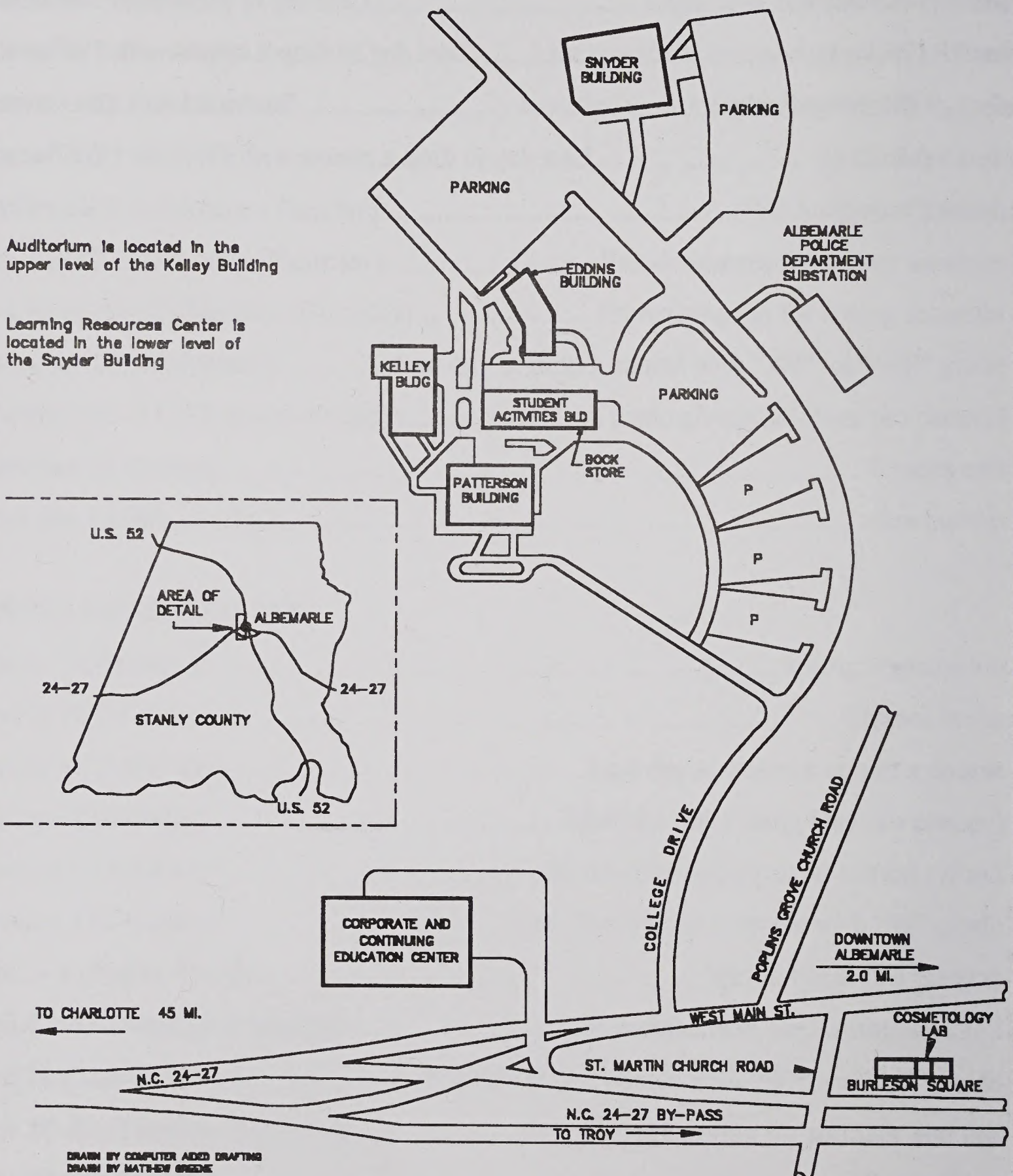
May 20 (Thursday) Summer registration
May 24 (Monday) Classes begin
May 25 (Tuesday) Last day to register or add a course
June 3 (Thursday) Last day to request partial refund
June 18 (Friday) Last day to drop a course with “W” grade
July 5–9 (Monday–Friday) Summer break (no classes)
July 12 (Monday) Last day to drop a course with “WP” or “WF” grade
July 30 (Friday) Classes end

Stanly Community College

Campus Map

Auditorium is located in the upper level of the Kelley Building

Learning Resources Center is located in the lower level of the Snyder Building



General Information

COLLEGE HISTORY

Stanly Community College was established in July 1971 and officially opened in December of that year in temporary headquarters that were previously occupied by South Albemarle High School. A faculty of eight instructed classes in Auto Mechanics, Air Conditioning and Refrigeration, Secretarial Science, Industrial Management, Brick Masonry, and Business. In five months the school grew from 31 students to almost 400.

In September 1974 a formal groundbreaking ceremony was held, and in October of 1975 the Academic/Administration Building (now the Patterson Building) and the Vocational Shop Building were completed. The Vocational Building has been renovated and now houses the Student Center and Bookstore. The Kelley Building—named for Annie Ruth Kelley, first chairperson of the Board of Trustees—was completed and occupied in October 1981. The Industrial Training Center, which was built in 1960 by Kinlaw International, was purchased by the Stanly Community College Foundation in July 1981. This facility, which is now known as the Corporate and Professional Education Center, presently houses Autobody and Welding programs and the Division of Corporate and Professional Education.

Four mobile classroom units were purchased in 1984 to accommodate literacy classes and HRD (Human Resource Development). The Allied Health Building was completed and ready for use by fall quarter 1987. In 1988 a greenhouse was constructed for use by the Horticulture curriculum.

The last two buildings constructed on the campus bear the names of two Albemarle residents who are long-time College supporters. The Allied Health Building was renamed the Eddins Building in honor of Dr. George E. Eddins, Jr. The newly completed Learning Resources Center/Classroom Building, the Snyder Building, was named in honor of Edward J. Snyder, Jr., former member of the Board of Trustees and former member of the North Carolina State Board of Community Colleges.

Today, the institution offers associate degree, diploma, certificate, general adult, and extension courses. The total number of students who have been served by the College since it was established is approximately 213,000.

The College's organizational chart is located in the Learning Resources Center in the Snyder Building.

PURPOSE AND MISSION STATEMENT

The mission of Stanly Community College is to provide educational opportunities to all adults, regardless of economic status, race, creed, or background. The College strives to meet the community's educational needs by:

- ◆ Providing basic skills instruction to a diverse population
- ◆ Providing programs and instruction to prepare students for a competitive global marketplace and changing work force needs
- ◆ Providing studies that enable students to transfer to four-year colleges
- ◆ Providing leadership and instruction for emerging technologies
- ◆ Providing opportunities for life-long learning to enhance personal, social, cultural, and intellectual development
- ◆ Providing for the economic growth and development of the College's service area by offering customized instruction to help individuals in business, industry, and public agencies improve their occupational credentials, upgrade job skills, and enhance job performance
- ◆ Coordinating programs with area public and private high schools and colleges to meet the educational needs of a diverse student population

As a part of the mission of Stanly Community College, the institution has a continuing concern for the welfare of each student and seeks to aid students in developing their abilities and talents by creating an environment of mutual respect that encourages excellence and a free exchange of ideas.

FACILITIES

Stanly Community College's main campus is located in Albemarle, North Carolina, on 140 acres of land on Highway 24/27 two miles west of downtown Albemarle. The main campus consists of the Patterson Building, Kelley Building, Eddins Building, Snyder Building, Student Center, and Corporate and Professional Education Center.

Stanly Community College and Anson Community College jointly operate the Union Technical Education Center (UTEC) located in Monroe, North Carolina.

ADMINISTRATIVE OFFICE HOURS

College offices are open Monday through Friday from 8 a.m. to 5 p.m. Evening personnel are on duty Monday through Thursday until 10 p.m.

CAMPUS VISITS

Stanly Community College welcomes visitors and prospective students to its campuses. Individuals or groups interested in arranging guided tours of Stanly Community College or Union Technical Education Center should call or write the Admissions Office.

For persons interested in enrolling at Stanly Community College, the Student Development Office, which is located on the first floor of the Patterson Building, is open from 7:30 a.m. until 7 p.m. Monday through Thursday and from 8 a.m. to 5 p.m. on Friday.

STUDENT RIGHT-TO-KNOW INFORMATION

Students who wish to know the average rate of persistence toward degree completion of students at Stanly Community College may inquire in the Student Development Office with the Admissions Secretary.

ACADEMIC YEAR

The school year is divided into two semesters and one summer session for all instructional activities. Calendars for instructional programs are published in this catalog.

CLASS SCHEDULE

Stanly Community College offers classes Monday through Thursday between the hours of 8 a.m. and 10 p.m. and on Friday until 5 p.m. A limited number of courses are available on weekends.

The availability of curricula credit courses during both day and evening sessions allows working students the opportunity to select curriculum courses applicable to an associate degree, a diploma, or a certificate. After completion of appropriate admission procedures, any person may enroll for day or evening classes.

Noncredit courses, which are offered primarily for personal and community improvement, are also offered during day and evening sessions.

Prior to the beginning of each term, schedules indicating types, locations, and times of classes to be offered are published by the College and also announced in local news media.

CURRICULUM AREAS OF STUDY

Associate in Arts Degree (two-year program)

Associate in Applied Science Degree (two-year program)

Accounting
Associate Degree Nursing
Biomedical Equipment Technology
Business Administration
Computer Engineering Technology
Cosmetology
Criminal Justice Technology (Stanly and UTEC campuses)
Early Childhood Associate (Stanly and UTEC campuses)
Electronics Engineering Technology (Stanly and UTEC campuses)
Human Services Technology (Stanly and UTEC campuses)
Industrial Maintenance Technology
Industrial Management Technology (Stanly and UTEC campuses)
Information Systems
Information Systems/Network Administration and Support Concentration
Information Systems/Programming Concentration
Mechanical Engineering Technology/Drafting and Design Concentration
Medical Assisting
Occupational Therapy Assistant
Office Systems Technology
Physical Therapist Assistant
Respiratory Care

Students completing the required hours in these curricula are awarded the Associate in Arts degree or the Associate in Applied Science degree. The Programs of Study section of this catalog includes program descriptions and course offerings. The Course Descriptions section lists courses alphabetically by course prefix.

Diploma (one-year program)

Accounting
Autobody Repair
Business Administration
Cosmetology
Criminal Justice Technology (Stanly and UTEC campuses)
Early Childhood Associate (Stanly and UTEC campuses)
Electronics Engineering Technology (Stanly and UTEC campuses)
Human Services Technology (Stanly and UTEC campuses)
Information Systems
Information Systems/Network Administration and Support Concentration
Information Systems/Programming Concentration

Medical Assisting
Office Systems Technology

Students completing the requirements for these curricula are awarded a diploma. The Programs of Study section of this catalog includes program descriptions and course offerings. The Course Descriptions section lists courses alphabetically by course prefix.

Certificate

Basic Law Enforcement Training
Cosmetology Instructor
Early Childhood Associate (Stanly and UTEC campuses)
Electronics Engineering Technology (Stanly and UTEC campuses)
Manicuring/Nail Technology
Manicuring Instructor
Nursing Assistant
Real Estate
Welding

Students completing the requirements for these programs are awarded a certificate. The Programs of Study section of this catalog includes program description and course offerings. The Course Descriptions section lists courses alphabetically by course prefix.

ACCREDITATION

Stanly Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees. The College is approved by the North Carolina State Board of Nursing; the Joint Review Committee for Respiratory Therapy Education in cooperation with the Commission on Accreditation of Allied Health Education Programs, a division of the American Medical Association; the American Occupational Therapy Association Accreditation Committee; and the American Physical Therapy Association. The College is licensed by the North Carolina State Board of Cosmetic Art Examiners.

Admissions

GENERAL ADMISSIONS POLICY

As a member institution within the North Carolina Community College System, Stanly Community College practices an "open door" admissions policy. Any person who is eighteen years of age or older and who is able to benefit from educational offerings at Stanly Community College may enroll. Dual enrollment is available for persons who are at least sixteen years of age provided proper authorization is obtained.

The open door policy does not mean that there are no restrictions with regard to enrollment in specific programs. Selected programs operate under enrollment capacity restrictions. In such programs, applicants may not be able to enroll on their desired start date if their chosen program of study is filled.

Applicants who are eighteen or older but who do not have a high school diploma may enroll in classes that will lead to a high school equivalency certificate or an Adult High School diploma. Other restrictions are imposed upon applicants who are required to complete developmental course work as ascertained by assessment tests. A decision regarding such restrictions is made on an individual basis by the Dean of Students or designee.

ADMISSION PROCEDURES: CURRICULUM PROGRAMS

1. Submit a properly completed Application for Admission to the Admissions Office at Stanly Community College. (Applications for Admission are available in the Admissions Office.)
2. Request that high school (or GED or Adult High School) transcripts and all college, university, or other post-secondary educational transcripts be sent directly to the SCC Admissions Office.
3. Contact the SCC Admissions Office and arrange to take a placement (assessment) test.

Students accepted into allied health programs are required to have a medical form completed by a physician. The medical forms are supplied by the Admissions Office at Stanly Community College. Since some programs of study fill to capacity in advance of the fall semester start date, applicants are encouraged to apply for admission early and to complete all applicable admission requirements as soon as possible.

If an applicant applies for admission too late to complete all admission requirements for his or her program of study, the applicant may still enroll (on a space-available basis) as a conditionally accepted student. An applicant to a curriculum program must satisfy all admission requirements for that program within the first semester of enrollment.

ADMISSION TO ASSOCIATE DEGREE (TWO-YEAR) PROGRAMS

1. Associate degree programs require the applicant to possess a high school diploma or the equivalent. A GED certificate indicating a passing score or an Adult High School

diploma is acceptable in lieu of a regular high school diploma. An applicant to an associate degree program must have an official copy of his or her high school transcript (or GED certificate if applicable) sent directly to the Admissions Office at Stanly Community College.

2. An official transcript from each college, university, or other post-secondary institution attended by the applicant must be sent to the SCC Admissions Office. Official copies of transcripts are those on which an appropriate school official has placed his or her signature and mailed the transcript directly to the SCC Admissions Office.

Transcript request forms are available in the SCC Admissions Office and may be used by the applicant to request copies of his or her transcripts from other schools. The Admissions Office will assist the applicant in requesting his or her transcripts; however, it is the final responsibility of the applicant to insure that an official copy of each transcript is received in the SCC Admissions Office.

Although transcripts from colleges, universities, or other post-secondary institutions previously attended by the applicant may reflect no transferable credit toward the applicant's program of study at SCC, the applicant must provide the SCC Admissions Office with an official transcript copy from each institution attended.

3. Applicants seeking admission to associate degree programs must complete a placement (assessment) test. The test currently in use is the ACT ASSET, which examines an applicant's skill level in writing, reading, and mathematics. The purpose in testing each associate degree applicant is to assess his or her academic readiness prior to entering a program of study. Results of the test are used in advising applicants in course and program selection. (See Admissions Testing Policy.)

Applicants to the Associate Degree Nursing program, Medical Assisting program, Physical Therapist Assistant program, Occupational Therapy Assistant program, and the Respiratory Care program must achieve minimum test scores in order to be considered for acceptance. For information regarding minimum test scores, refer to the selected curriculum in the Programs of Study section of this catalog.

Applicants to allied health programs must complete additional admission requirements. For more information regarding these additional admission requirements, refer to the selected curriculum in the Programs of Study section of this catalog.

ADMISSION TO DIPLOMA (ONE-YEAR) PROGRAMS

1. Diploma programs require the applicant to possess a high school diploma or the equivalent. A GED certificate indicating a passing score or an Adult High School diploma is acceptable in lieu of a regular high school diploma. An applicant to a diploma program must have an official copy of his or her high school transcript (or GED certificate if applicable) sent directly to the Admissions Office at Stanly Community College.
2. An official transcript from each college, university, or other post-secondary institution attended by the applicant must be sent to the SCC Admissions Office. Official copies

of transcripts are those on which an appropriate school official has placed his or her signature and mailed the transcript directly to the SCC Admissions Office.

Transcript request forms are available in the SCC Admissions Office and may be used by the applicant to request copies of his or her transcripts from other schools. The Admissions Office will assist the applicant in requesting his or her transcripts; however, it is the final responsibility of the applicant to insure that an official copy of each transcript is received in the SCC Admissions Office.

Although transcripts from colleges, universities, or other post-secondary institutions previously attended by the applicant may reflect no transferable credit toward the applicant's program of study at SCC, the applicant must provide the SCC Admissions Office with an official transcript copy from each institution attended.

3. Applicants seeking admission to diploma programs must complete a placement (assessment) test. The test currently in use is the ACT ASSET, which examines an applicant's skill level in writing, reading, and mathematics. The purpose in testing each diploma applicant is to assess his or her academic readiness prior to entering a program of study. Results of the test are used in advising applicants in course and program selection. (See Admissions Testing Policy.)

Applicants to the Medical Assisting diploma program must achieve minimum test scores in order to be considered for acceptance. For information regarding minimum test scores, refer to the selected curriculum in the Programs of Study section of this catalog.

Applicants to allied health programs in which a diploma is awarded must complete additional admission requirements. For more information regarding these additional admission requirements, refer to the selected curriculum in the Programs of Study section of this catalog.

ADMISSION TO CERTIFICATE PROGRAMS

1. Certificate programs require the applicant to possess a high school diploma or the equivalent. A GED certificate indicating a passing score or an Adult High School diploma is acceptable in lieu of a regular high school diploma. An applicant to a certificate program must have an official copy of his or her high school transcript (or GED certificate if applicable) sent directly to the Admissions Office at Stanly Community College.
2. Applicants to certificate programs who plan to receive Veterans' Educational Benefits must submit official transcripts from each post-secondary educational institution attended.
3. Applicants to selected certificate programs are required to take a placement test. Contact the Admissions Office for details.

SPECIAL CREDIT ADMISSIONS

The special credit classification is designed for those students who wish to enroll in a curriculum course (or courses) but not pursue a degree, diploma, or certificate. Special credit students must complete and submit an Application for Admission indicating "Special Credit" as their desired program of study. Students classified as special credit need not possess a high school diploma or submit transcripts of any kind. They may, however, be required to complete a placement (assessment) test depending upon the course(s) in which they intend to enroll. Decisions regarding placement testing of special credit students are made on an individual basis by the Dean of Students or designee.

The special credit classification may be retained indefinitely. If, however, a student classified as special credit appears to be working toward a degree, diploma, or certificate available at Stanly Community College, that student will need to change his or her enrollment classification from that of special credit to a specific program of study. Such change in enrollment status requires the student to complete all applicable admission requirements for the designated program of study.

If a special credit student decides to change his or her classification to that of a degree-, diploma-, or certificate-seeking student, the student must contact the Admissions Office or the Director of Records and Registration and complete the necessary forms to reflect this change. The student must complete all applicable admission requirements for his or her new program of study.

A special credit student must maintain satisfactory academic progress in order to continue as a student. The level of courses taken (degree, diploma, or certificate) determines the category of satisfactory progress under which the student is evaluated. (See Satisfactory Academic Progress section of this catalog.)

Special credit students may not displace degree-, diploma-, or certificate-seeking students in classes with limited enrollment. Special credit students may be subject to administrative withdrawal and full refund of tuition and fees if class space is needed for degree-seeking students. Special credit students are not entitled to receive Title IV financial aid or Veterans' Educational Benefits. Special credit students are not permitted to enroll in courses with prefixes beginning with PTA, NUR, OTA, RCP, or MED. An exception is made for the following MED courses: 121, 122, and 134.

INTERNATIONAL STUDENT ADMISSIONS

Stanly Community College is authorized by the U.S. Immigration and Naturalization Service to admit foreign students who possess valid nonimmigrant documentation. In addition to the requirements listed in Admission Procedures: Curriculum Programs section above, international students must complete the following:

1. Provide evidence of proficiency in the English language. Stanly Community College currently requires that international students take the TOEFL exam (Test Of English

as Foreign Language) and achieve a minimum score of 450. Test results must be sent directly to the Admissions Office at SCC.

2. All official transcripts sent to the Admissions Office must have English translations and equivalencies.
3. Submit to Stanly Community College written verification stating that adequate financial resources are available for school and living expenses while enrolled in curriculum classes at the College. Acceptable written verification includes but is not limited to an official bank letter or an Affidavit of Support. (An itemization of expenses for international students is available upon request through the Admissions Office at SCC.)

The applicant is issued a Form I-20 (Certificate of Eligibility) and a letter of acceptance upon satisfactory completion of all admission requirements listed above.

ADMISSIONS FOR HIGH SCHOOL STUDENTS (DUAL ENROLLMENT)

High school students who are at least sixteen years of age may enroll in curriculum courses at Stanly Community College under the dual enrollment agreement provided the student obtains written permission from the appropriate high school official. Before enrolling in a curriculum class, the high school student must obtain a Dual Enrollment form from the Admissions Office at Stanly Community College or from his or her high school guidance counselor's office. The form must be completed and signed by the high school principal or designee and submitted to the SCC Admissions Office at or before the time the student registers for class(es). High school students may not displace adults but may be admitted any semester on a space-available basis. Once admitted, high school students are treated the same as all other students.

High school students participating in the dual enrollment program are exempt from tuition for all nondevelopmental associate degree, diploma, and certificate courses at Stanly Community College provided they are concurrently enrolled at least half time at their high schools and are progressing satisfactorily toward graduation. All other fees are payable. High school students enrolled in developmental courses (courses numbered below 100) are not granted the waiver of tuition. Tuition is due for these courses.

READMISSION

Stanly Community College encourages all former students who left the College in good standing to enroll for additional study. However, readmission after withdrawal is not automatic. Students who have been out one term or longer should contact the Admissions Office so their files can be reactivated. Students who reenter the College after two contiguous semester absences must do so under the current operating catalog.

Students requesting readmission to allied health programs should refer to the Programs of Study section of this catalog.

Former students desiring to reenter who were withdrawn for academic or disciplinary reasons must request admission through the Dean of Students.

ADMISSION APPEALS

The Dean of Students administers the admission and readmission policies. Individuals who wish to appeal an admission or a readmission decision may request the President of the College to hold a hearing to review such determination.

ADMISSIONS TESTING POLICY

Applicants for associate degree, diploma, and certain certificate programs must complete a placement (assessment) test.

The test used by Stanly Community College for placement testing is the ACT ASSET. Test scores determine an applicant's academic readiness relative to the academic requirements of his or her program of study. If the applicant has taken the ACT ASSET at another college within the past year, those scores may be transferred to SCC. Appropriate developmental course work is available during the first term of enrollment for those applicants whose test score(s) indicate deficiencies. The number of courses in which the applicant is allowed to enroll during the first term of enrollment may be limited if the applicant is required to take more than one developmental course. The decision regarding course enrollment limitations is made on an individual basis by the Dean of Students or designee.

Selected programs within the Allied Health Division require that the applicant attain a minimum score in order to be considered for acceptance. Those programs requiring minimum scores are Associate Degree Nursing, Medical Assisting, Occupational Therapy Assistant, Physical Therapist Assistant, and Respiratory Care. For further information regarding minimum test scores, refer to the respective program of study in the Programs of Study section of this catalog.

Retesting is not permitted unless (1) it is determined by an admissions official that the first test scores are invalid or (2) an applicant to an allied health program was unsuccessful in achieving the required minimum score for his or her selected program of study. An allied health applicant who does not score the minimum required for entry into the selected program of study will have an opportunity to retest on the section(s) of the test not passed on the first attempt.

Before retesting, an allied health applicant must wait at least three months from his or her initial test date and provide evidence that additional academic preparation has been completed (if required by the SCC Admissions Office) since first attempting the placement test. If a passing grade is not achieved on the retest, an allied health applicant must wait two years from the initial test date before attempting the test a third time.

Applicants who have previously completed college-level English and mathematics courses may be exempt from placement testing. Such exemptions are subject to approval by the Director of Admissions. All applicants to an allied health program must take the placement test.

TESTING INTO DEVELOPMENTAL COURSES

It is the intent of the College to assist students in their academic advancement. Individuals taking the ACT ASSET and scoring below entry level in math, reading, and writing will place into developmental courses. Students who place into developmental course(s) must complete all prerequisites before entering standard level English and math courses. A student who is required to take two or more semesters of developmental course work in the areas of reading and English will be assigned a developmental advisor to approve the student's schedule at registration periods.

Costs

TUITION—CURRICULUM STUDENTS

Tuition and other charges are set by the North Carolina General Assembly, the North Carolina State Board of Community Colleges, and Stanly Community College's Board of Trustees and are subject to change. While it is the Board's policy to keep all charges as low as possible, nonresident students are required under North Carolina law to pay a higher tuition rate than residents. The student is responsible for complying with regulations concerning declaration of residency.

For tuition purposes, full-time students are those students taking 14 or more credit hours during the fall or spring semester. There is no additional tuition charge for those hours beyond 14. For the summer session, students carrying 9 or more credit hours will be considered full time. Part-time students (carrying fewer than minimum credit hours for the specific term) are charged by the credit hour. The following tuition and fees are payable each term:

Fall or Spring Semester

	<u>Tuition Per Semester</u>	<u>Activity Fee Per Semester</u>	<u>Total Per Semester</u>
Full-time student:			
Resident (14 or more credit hours)	\$ 280.00	\$14.00	\$ 294.00
Nonresident (14 or more credit hours)	2,282.00	14.00	2,296.00
Part-time student:			
Resident (fewer than 14 credit hours)	\$ 20.00*	\$1.00*	\$ 21.00*
Nonresident (fewer than 14 credit hours)	163.00*	1.00*	164.00*
*per credit hour			

Summer Session

	<u>Tuition Per Session</u>	<u>Activity Fee Per Session</u>	<u>Total Per Session</u>
Full-time student:			
Resident (9 or more credit hours)	\$ 180.00	\$0.00	\$ 180.00
Nonresident (9 or more credit hours)	1,467.00	0.00	1,467.00
Part-time student:			
Resident (fewer than 9 credit hours)	\$ 20.00*	\$0.00	\$ 20.00*
Nonresident (fewer than 9 credit hours)	163.00*	0.00	163.00*
*per credit hour			

Tuition charges and fees are subject to change without prior notice to students. The College will accept MasterCard, Visa, and Discover credit cards for payment of tuition and fees.

TUITION EXCEPTION

Senior Citizens—North Carolina residents 65 years of age and older shall be exempt from paying curriculum tuition but are required to pay all other fees.

Dual Enrollment—High school students admitted under the dual enrollment admissions policy will be exempt from paying curriculum tuition with the exception of high school students enrolling in developmental courses (courses numbered below 100). High school students exempt from tuition will be required to pay all other fees.

STUDENT ACTIVITY FEE—CURRICULUM STUDENTS

All students registered in a curriculum class/program during the fall and spring semesters will be charged \$1 per credit hour up to 14 credit hours for a maximum fee of \$14 per semester. No activity fee will be charged during the summer session.

The student fees are distributed equally between the Student Government Association and Student Benefit accounts. The Student Government account is disbursed by the Student Government Association for such things as student activities, socials, conferences, and support of clubs and organizations. The Student Benefit account is administered by the Dean of Students and is used for the benefit of students in such areas as recreational equipment and supplies, student lounge decorations, transportation for student activities, student publications and awards, and back up support for Student Government activities. Both accounts share equally the cost of providing Student Accident Insurance to every curriculum student paying an activity fee.

RESIDENCE CLASSIFICATION FOR TUITION PURPOSES

Under North Carolina law, a person may qualify as a resident for tuition purposes in North Carolina, thereby being eligible for a tuition rate lower than that for nonresidents. The controlling North Carolina statute (G.S. 116-143.1) requires that “To qualify as a resident for tuition purposes, a person must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least twelve (12) months immediately prior to his or her enrollment in a state maintained institution of higher education.” Ownership of property in or payment of taxes to the state of North Carolina does not automatically qualify one for the in-state tuition rate. Failure to provide requested information for residency classification can result in the student’s being classified as a nonresident for tuition purposes and disciplinary action. A student who believes that he or she has been erroneously classified shall be permitted to appeal the case in accordance with the procedure outlined by the State Residence Committee.

Regulations concerning the classification of students by residence for purposes of applicable tuition differentials are set forth in detail in *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification*, which is available for student inspection in the Student Development Office. Questions related to residency classification should be directed to the Director of Admissions.

STUDENT ACCIDENT INSURANCE

Student accident insurance is provided to all curriculum students paying the student activity fee. The insurance provides coverage for accidental bodily injuries received while on campus during the hours that classes are in session and while taking part in a school activity, excluding intercollegiate sports, and traveling to or from such an activity in school transportation.

SHOP/SUPPLY FEES

Autobody and welding courses require a project fee of \$27 maximum per semester. A maximum \$7 supply fee will be charged each semester for students enrolling in computer courses. Some courses offered through the Union Technical Education Center may have an additional \$10 equipment fee charge. These fees are subject to change without notice to the student.

LIABILITY INSURANCE FEE (MALPRACTICE)

Liability insurance is required of all students in allied health programs for protection in the event of a liability claim of a personal or professional nature resulting from the performance of clinical duties. Premiums are payable at the time of registration for the term the student begins clinical practice. Coverage continues for any additional terms requiring the student to be in clinical practice to a maximum of twelve calendar months.

BOOKS AND OTHER EXPENSES

It is the student's responsibility to obtain the required textbooks and supplies prior to the first meeting of class. The College maintains a bookstore from which the student may purchase the necessary books and supplies. Operating hours are as follows: Monday through Friday from 8:30 a.m. to 3 p.m. During the first two weeks of each semester, evening hours are Monday through Thursday from 5:30 p.m. to 7:30 p.m.

Costs for books will vary according to the courses taken and will range from \$200 to \$400 per term depending upon the curriculum. Students may be permitted to use the same book for more than one term in a few classes. The cost for additional materials, uniforms, equipment, insurance, and supplies will vary depending upon the curriculum. The Bookstore will accept MasterCard, Visa, and Discover credit cards for payment of books.

Students may order graduation invitations and personal cards from Herff-Jones. The charge is paid by the student to the company representative.

GRADUATION FEE

All students are required to participate in graduation commencement exercises. Each student must pay a graduation fee of \$35 when registering for his or her final term. This fee will pay for the cap, gown, diploma, cover, and other graduation costs.

RETURNED CHECK FEE

A fee of \$10 will be charged for each check that is returned. This fee is applicable to checks returned for "insufficient funds" or for "stop payment."

COLLEGE RINGS

Stanly Community College rings are available to all students upon completion of one-half of the credit hours needed for graduation. The Director of Records and Registration must grant approval before College rings may be ordered. Students wishing to order rings should check with the Student Development Office to find out when orders will be taken. A ring sales representative will be available each semester; times will be announced in advance. A deposit is required when the order is placed. Rings are mailed COD to the student's home approximately ten weeks from the date of order.

CURRICULUM TUITION REFUNDS

1. A refund shall not be made except under the following circumstances:
 - a. A 75 percent refund may be made upon request of the student if the student officially withdraws from the class(es) prior to or on the official 20 percent point of the class(es) or prior to or on the 20 percent point of the term if the student officially withdraws from the College. At the time the student officially withdraws under this policy, the College shall notify the student of the right to receive the refund. Requests for the refunds will not be considered after the 20 percent point. **Official withdrawal involves completing the proper withdrawal form through the office of the Director of Records and Registration prior to the 20 percent date. Students must request a refund in writing prior to the 20 percent date of the term.**
 - b. For contact hour classes, ten calendar days from the first day of the class(es) is the determination date.
2. In cases in which a course fails to materialize, a full refund will be issued.
3. To comply with applicable federal regulations regarding refunds to individuals or groups, federal regulations will supersede the state refund regulations.

BOOKSTORE RETURN POLICY

The Bookstore will accept for full refund textbook(s) purchased in error under the following conditions:

1. No refunds will be made without the drop/add registration form, cash register receipt, or canceled check.
2. **Refunds will be made only for classes canceled or dropped.**
3. Book refunds will not be issued at the time of return. A check in the amount due will be mailed within fifteen days of the return date.
4. New books must be free of all markings and be considered by Bookstore personnel to be in new and perfect condition. (This does not include books purchased used.)
5. Defective books will be replaced free of charge. These books should be returned as soon as defects are noticed.
6. Books must be returned on or before the last day to drop a class with a "W" as published in the Academic Calendar.
7. Books purchased after the last day to drop a class with a "W" are not eligible for refunds. It is assumed that students who have been established in a course prior to the refund deadline should know which books are needed for class.

Financial Aid

FINANCIAL AID

Stanly Community College offers a comprehensive program of student financial aid to assist students in meeting educational expenses. Educational expenses include tuition, fees, room and board, books, supplies, transportation, personal expenses, and expenses related to dependent care.

Student financial aid is administered according to a nationally accepted policy that the family is primarily responsible for a student's educational expenses. Financial aid is available to fill in the gap that may exist between the total cost of education and what the family can reasonably expect to contribute. Eligibility for financial aid is established by a comparison of total educational expenses less effective family contribution, as determined through the use of the financial aid application.

Applying for Financial Aid

To be considered for any type of financial aid, a student must submit the appropriate application and/or needs analysis to the Financial Aid Office. The preferred form of needs analysis at Stanly Community College is the Free Application for Federal Student Aid. To be eligible, a student must be a U.S. citizen or eligible noncitizen, be registered with Selective Service (if required), attend a participating college, be working toward a degree or diploma, be making satisfactory academic progress, not owe a refund on a federal grant or be in default on a federal educational loan, and have financial need (except for unsubsidized Stafford Loans).

Financial need will be calculated each year through the use of the Free Application for Federal Student Aid for need analysis. Students should contact the Financial Aid Office for deadlines.

Types of Aid Available

For purposes of financial aid, please consider the following definitions:

Financial Aid: A needs analysis that results in the amount a family is expected to pay for education or the effective family contribution.

Need: The cost of education less effective family contribution equals need.

Full time: 12 or more credit hours

Three-quarter time: 9 to 11 credit hours

Half time: 6 to 8 credit hours

Less than half time: 1 to 5 credit hours

♦ Federal Pell Grant Program

The Federal Pell Grant program is designed to provide financial assistance to eligible applicants who attend post-secondary educational institutions at the undergraduate level and who have not yet earned a bachelor's degree from any institution. Pell Grants are disbursed each semester by a voucher system. The voucher may cover the

cost of tuition, fees, books, and supplies (not to exceed the student's eligible amount). The balance will be paid to the student during the current semester.

- ◆ **Federal Supplemental Educational Opportunity Grant (FSEOG)**
Federal SEOG is awarded to students with exceptional financial need. All students who apply for financial aid are considered for this grant.
- ◆ **North Carolina Student Incentive Grant Program (NCSIG)**
Students applying for financial aid automatically make application for this grant. (The grants are awarded by the College Foundation, Inc., Raleigh, North Carolina.) A recipient must be a legal resident of North Carolina and accepted into an eligible program as a full-time student. Applicants must apply for financial aid by March 15 of the academic year preceding enrollment to be considered.
- ◆ **Federal Work-Study (FWS)**
The Federal Work-Study program provides part-time employment for students who have financial need and who desire to earn part of their educational expenses. The federal government provides funds to educational institutions, which in turn provide jobs for a limited number of students. At SCC, students work in a variety of offices and departments with their work schedules adapting to their academic schedules. Students may work up to 20 hours per week while attending classes. Eligibility is determined by financial need, job skills, and positions available. For further information contact the Financial Aid Office.
- ◆ **Federal Stafford Loan**
This federal program is available to qualifying students enrolled on at least a half-time basis. The maximum amount available to students is \$2,625 for the first academic year, \$3,500 for the second, or the total allowable cost of education less any other financial assistance received. Repayment of the loan begins six months after withdrawing from classes or upon graduation. Applications may be obtained from the Financial Aid Office.
- ◆ **Emergency Loan**
Short-term loan funds are available to regularly enrolled students. Loans are restricted for books, tuition, and fees and must be repaid within sixty days with no interest required. Further information concerning this loan is available through the Financial Aid Office.
- ◆ **Job Training Partnership Act (JTPA)**
Job Training Partnership Act applicants must be certified for eligibility for these funds. Students must apply for a Federal Pell Grant and be in an eligible program of study.
- ◆ **Child Care Grant**
Child care can be paid for a limited number of children for single parents or displaced homemakers. Applicants must be enrolled full time in an eligible program of study and must apply for a Federal Pell Grant to be eligible.

◆ **Supplemental Grant**

Supplemental grants are available to students who apply and do not qualify for financial aid but who need assistance with tuition, fees, or books. A separate application must be obtained through the Financial Aid Office for this grant.

◆ **Other Sources**

The College serves as a referral and network for the following:

1. Department of Social Services
2. Division of Rehabilitative Services
3. Employment Security Commission
4. Piedmont Area Mental Health

SCHOLARSHIPS

◆ **Stanly Community College Presidential Scholarship**

This scholarship is awarded to a senior from each of the four high schools in Stanly County. Applicants must have applied to Stanly Community College and plan to pursue their education in one of the College's programs of study. Applicants must have a "B" or higher average in high school courses. Selection of recipient is based upon applicant's academic achievement, potential, and career objectives.

◆ **North Carolina Community College System Scholarship**

The North Carolina Community College System offers scholarships to North Carolina residents enrolled full time in a curriculum program. Applicants become eligible by applying for financial aid with the Free Application for Federal Student Aid.

◆ **Stanly Heritage Endowed Scholarship Program**

Scholarships will be offered through the SCC Foundation to curriculum students. Applicants must provide a one-page typewritten essay using the topic "How I Plan to Use My Education at SCC to Meet My Future Goals."

Students receiving the Heritage awards must maintain a "C" or higher GPA. They are eligible for the same award during their second year provided they continue to meet established criteria.

The following scholarships will be awarded through the Stanly Heritage Endowed Scholarship Program:

William C. Cannon, Sr.

Edward J. Snyder, Jr.

Dr. H. T. "Toby" Webb, Jr.

Annie Ruth Kelley

*Professor E. F. Eddins

Vernie Scarborough Eddins Moore

George E. Eddins, Sr., and Daisy Outlaw Eddins

Frank Neville Patterson, Jr.

James W. Morgan

Wal-Mart/Stanny Community College Alumni
Elizabeth Catherine Matt Eddins
Margaret Ellen Patterson Thompson and Mary Louise Patterson
Josephine Beaver Morgan
Henry E. Farmer, Sr., and Joyce H. Farmer
Clyde Almond-Benton Farmer/Stanny Fixtures, Inc.
Elizabeth Lake Inman
Bertie Snuggs Patterson
Faith Anne Carroll Morgan
Damon F. Smith
Silas P. Dennis
Bob G. Furr
Russell Edwin Sigmon and Maggie Whitener Sigmon
Dr. George E. Eddins, Jr.
SCC Faculty and Staff
Ed, Les, Brown, and Jim Bivens
Sandra Suzanne Hartsell
Miller James Hartsell
Charlie E. Richardson
Fannie Stewart Richardson
Charles B. Richardson
Herring Family

**Two scholarships were given in memory of Professor E. F. Eddins.*

◆ **Stanny Community College Foundation**

The SCC Foundation offers scholarships to students enrolled (full or part time, day or evening) in a curriculum program. The number of awards each year will depend on the amount of funds available through the Stanny Community College Foundation.

◆ **Stanny Community Christian Ministry Scholarship**

Stanny Community Christian Ministry offers scholarships to Stanny County residents. Scholarships are awarded based on financial need to displaced persons, persons seeking new job skills, and women in nontraditional programs. Applicants must apply for financial aid using the Free Application for Federal Student Aid.

◆ **Stanny County Managers' Association/Wayne Oakes Scholarship**

Stanny County Managers' Association/Wayne Oakes Scholarship provides a scholarship to a student in the business or technical education programs. Applicants must be U.S. citizens, have completed a minimum of 12 credit hours, and have a minimum 3.0 grade point average.

◆ **John A. Lepp Scholarship**

This scholarship is offered to a student who has enrolled in an allied health program.

◆ **Bear Insurance Services, Inc., Scholarship**

This scholarship is available to a Stanly County resident who has enrolled in an associate degree program.

◆ **Wachovia Scholarship**

Wachovia Bank offers scholarships to second-year students in Associate in Applied Science degree programs of study. Applicants must apply for financial aid using the Free Application for Federal Student Aid. Selection interviews are required.

◆ **First Union Scholarship**

Each business program head may nominate one second-year student from his or her curriculum considering the student's leadership ability, classroom participation, attitude, and future advancement potential. The Financial Aid Committee will make final selections.

◆ **First Bank Scholarship**

Eligible students must be in a two-year associate degree program, must have a "C" or higher GPA, must be a Stanly County resident, and must apply for financial aid using the Free Application for Federal Student Aid.

◆ **Bank of Stanly Scholarship**

A scholarship covering tuition and fees for two semesters is awarded to a full-time student from Stanly County in one of the following curricula: Accounting, Business Administration, Information Systems, or Associate in Arts.

◆ **First Citizens Bank Scholarship**

Applicants must be Stanly County residents enrolled full time in an associate degree program and must maintain a "C" or higher GPA. Applicants must submit a one-page typewritten essay using the topic "How I Plan to Use My Education at SCC to Reach My Future Goals" along with the scholarship application.

◆ **Albemarle Woman's Club Scholarship**

Applicants must be female and twenty-five years of age or older.

◆ **Home Savings Bank of Albemarle, SSB Endowed Scholarship**

A scholarship will be offered to full-time curriculum students. Applicants must submit a one-page typewritten essay using the topic "How I Plan to Use My Education at SCC to Meet My Future Goals" along with the scholarship application.

◆ **Central Carolina Bank and Trust Scholarship**

Applicants must be Stanly County residents enrolled full time in a two-year program and must maintain a "C" or higher grade point average. Applicants must submit a one-page typewritten essay using the topic "How I Plan to Use My Education at SCC to Reach My Future Goals" along with the SCC scholarship application.

◆ **Nurse Education Scholarship/Loan Program**

The North Carolina State Education Assistance Authority offers a Nurse Scholarship/Loan Program. To be eligible the student must be accepted into the Associate Degree

Nursing program, be a North Carolina resident, and agree to work in North Carolina upon graduation. This program requires a special application and paperwork. These scholarships/loans will depend on availability of funds from the state. The student will be notified of any additional information needed to qualify for the funds by the Financial Aid Office.

SATISFACTORY ACADEMIC PROGRESS STANDARDS TO MAINTAIN FINANCIAL AID ELIGIBILITY

Federal and state regulations require that students receiving financial aid must maintain satisfactory academic progress. Stanly Community College makes these standards applicable to all federal, state, and institutionally awarded financial aid funds in order to maintain a consistent policy for all students receiving assistance.

For financial aid purposes, satisfactory progress is measured in two ways: semester and yearly evaluations. The procedures for both measurements are as follows:

Semester Evaluation

All curriculum students must meet these minimum standards to be considered progressing satisfactorily toward graduation:

Associate in Arts degree and certificate programs: Students must maintain a 2.00 grade point average.

Associate in Applied Science degree and diploma programs: Students must meet minimum grade point averages according to credit hours attempted as shown below.

Credit Hours <u>Attempted</u>	Grade Point Average <u>GPA Degree/Diploma</u>
1-30	1.55
31-46	1.70
47-62	1.85
63 +	2.00

Definitions:

Credit hours attempted refers to the total hours taken, including courses with grades of “W,” “WP,” “WF,” “NA,” “I,” and “F.”

GPA (Grade Point Average) is determined by dividing quality points earned by total hours attempted. Quality points are determined as follows: “A” = 4 quality points per credit hour, “B” = 3 quality points per credit hour, “C” = 2 quality points per credit hour, “D” = 1 quality point per credit hour, and “F” = 0 quality points per credit hour.

GPA degree refers to the grade point average required for curricula awarding Associate in Applied Science degrees.

GPA diploma refers to the grade point average required for curricula awarding diplomas.

Financial aid students must maintain the required GPA standing. Students receiving federal student aid must not take more than one and one-half times the lengths of their programs to complete degree or diploma requirements. In addition, students must complete 67 percent of all cumulative attempted hours.

If a student falls below the required standing, he or she will be placed on financial aid probation for the next term enrolled. The student has this term to achieve the required standard for the cumulative credit hours attempted. Failure to meet the minimum standards during the probation term will result in termination of financial aid until the minimum standard is achieved. Upon reestablishing the minimum standards for the cumulative credit hours attempted, the student will be removed from probation and will have eligibility to receive financial aid restored to prior status.

Additional satisfactory academic progress standards may be found in the 1998–1999 Financial Aid Handbook.

VETERANS' EDUCATIONAL BENEFITS

Each incoming veteran must schedule a conference with the Director of Financial Aid and Veterans Services who will provide information concerning veterans' educational benefits. Upon selection of a program that suits the veteran's educational goals, the Director assists the veteran in completing the proper applications and securing the documents necessary for certification. The Director also helps veterans in contacting the Regional Veterans Office when necessary. The Director of Career and Transfer Counseling may assist veterans who need an official counseling review before being permitted to change programs or educational goals.

Academic Regulations

SEMESTER SYSTEM

Stanly Community College operates on the semester system, the primary academic calendar of all institutions in the North Carolina Community College System. The fall and spring semesters are approximately sixteen weeks in length; the summer session is nine weeks in length. Classes normally meet for fifty minutes during the day with ten minutes between classes. Consult the semester course schedule for meeting times of classes offered.

CREDIT HOURS

Semester hours are awarded as follows: one semester hour of credit for each hour per week of class lecture, one semester hour of credit for each two or three hours per week of laboratory, one semester hour of credit for each ten hours per week of cooperative work experience, and one semester hour of credit for each three hours per week of clinical.

DEFINITIONS OF CONTACT AND CREDIT HOURS

Contact hours: actual amount of time (clock hours) spent in class, shop, or lab for each course.

Credit hours: academic credit awarded and used for tuition and graduation purposes.

STUDENT CLASSIFICATION FOR FINANCIAL AID, VA, ETC.

Full-time student: a student enrolled with 12 or more semester hours of credit.

Part-time student: a student enrolled with fewer than 12 semester hours of credit.

Freshman: a student who has earned fewer than 32 semester hours of credit.

Sophomore: a student who has earned 33 or more semester hours of credit.

CATALOG OF RECORD

The catalog that is current when the student enrolls in the College is the catalog of record. A student may graduate under the provisions of his or her catalog of record or a subsequent issue upon completing a Request for Transfer to Revised Curriculum Outline form, which is available through the office of the Director of Records and Registration. A student missing two contiguous semesters of attendance must graduate under the provisions of the catalog in effect on his or her last reentry date or a subsequent issue.

A student who changes his or her program of study will come under the provisions of the catalog in effect at the time of the change or a subsequent issue.

ACADEMIC ADVISORS AND ADVISING

Upon receiving a student's application, the Admissions Office will send a letter to acknowledge receipt of the application and to inform the student of his or her assigned academic advisor, which is based upon the student's program of study. The advisor is usually the program head of the student's chosen program. An advisee's progress will be monitored by the advisor; therefore, each student should seek the advice of the assigned advisor when questions arise regarding his or her program of study or requirements for program completion. The student is encouraged to make an appointment to confer with his or her advisor during the faculty member's office hours each term.

It is the student's responsibility to contact his or her advisor, ask questions about classes, parking, tutoring, grades, job market, etc., and work with the advisor in setting educational and career goals and planning schedules.

Advisors will make every effort to provide effective guidance to each assigned student in academic matters and to make a referral if the student needs assistance in other matters.

Special credit students are not assigned academic advisors. The Student Development Office personnel will assist students in course(s) and program selection prior to registration and during the semester.

The final responsibility for meeting all academic degree requirements as well as institution requirements ultimately rests with the student.

NEW STUDENT ORIENTATION

All first-year full-time day students are encouraged to attend and participate in orientation. Students will become familiar with the following:

1. Campus regulations and policies governing student behavior
2. Various departments on campus and their roles
3. College support services designed to assist the student
4. Academic information, grade distribution, program change, etc.
5. Clubs and organizations for student participation

REGISTRATION

◆ New Students

Applicants will be notified of dates of registration. Registration dates are published in the Academic Calendar and semester schedules. At registration students will meet with their advisors to select courses appropriate to their curricula, pay fees, and purchase books. Students are considered registered upon completion of registration materials and payment of fees.

◆ Continuing Students

For registration purposes continuing students are defined as those students who are currently enrolled. All continuing students are strongly urged to register for the following semester during the preregistration period published in the Academic Calendar. This will help the student get the courses in his or her program needed for graduation purposes. Each student should (1) schedule a meeting with his or her advisor and complete a Student Registration form, (2) submit the Student Registration form to the Student Development Office for entry into the computer, and (3) complete the process by paying tuition and fees.

Students who do not pay fees during the preregistration period will have the registration deleted and will have to register on registration day.

◆ Reentry Students

Reentry students are those students who have attended the institution previously but not during the preceding semester. For registration purposes, reentry students will be required to register on registration day as published in the Academic Calendar and the semester schedule.

SPECIAL CREDIT STUDENTS

Special credit students are defined as students who wish to enroll in a curriculum course(s) but not pursue a degree, diploma, or certificate. Special credit students are not assigned academic advisors. For registration purposes special credit students may register on registration day as published in the Academic Calendar and semester schedules. Program advisors will assist students in selecting course(s) on registration day.

STUDENT CREDIT HOURS OVERLOAD POLICY

The maximum number of credit hours a student may take in a given semester is 18. Any credit hours above 18 must be recommended by the student's advisor and approved by the appropriate division chair. Exception to overload policy: Division chairs do not have to approve credit hours overloads if the semester-by-semester curriculum outline indicates more than 18 credit hours per semester.

TRANSFER OF CREDIT FROM OTHER INSTITUTIONS

The Director of Records and Registration will review post-secondary transcripts of applicants for admission with advanced standing once an applicant is fully accepted. Courses accepted for transfer credit must parallel course offerings at Stanly Community College as determined by the Director of Records and Registration. The Director of Records and Registration may request assistance from the appropriate division chairperson or program head in determining similarity of course content. Transfer credit may be allowed for courses in which a student has earned a grade of "C" or higher. **The College will not accept transfer credit from any nonaccredited post-secondary institution.**

A student who desires receipt of transfer credit must have an official transcript and in some cases a college catalog sent to Stanly Community College by the institution that originally granted the credit. A transfer student may not be required to take the ACT ASSET placement test.

Transfer students must complete at SCC a minimum of one-fourth of the credits required for a degree, diploma, or certificate.

TRANSFER OF CREDIT BETWEEN PROGRAMS

Credit attempted and earned in a previous degree program may be credited toward any new program upon evaluation by the Director of Records and Registration. Students changing from a diploma or certificate program to an associate degree program may request credit by examination in situations in which prior work or educational experience is indicated.

TRANSFER OF CREDIT FOR CONTINUING EDUCATION UNITS

Courses granting Continuing Education Units (CEUs) will not be accepted as transfer credit in curriculum programs. Students may request a proficiency examination if they believe they are proficient in a subject where CEUs were granted. See the Proficiency Examination section of this catalog.

CLEP CREDIT

Stanly Community College awards credit to students who have passed certain College Board’s College-Level Examination Program (CLEP) examinations at an acceptable level. These tests may be taken prior to enrollment or after a student has actually begun studies at the College. The following table outlines the credit acceptance and course equivalency:

<u>CLEP Examination</u>	<u>Minimum Score</u>	<u>Course Equivalent</u>
Business		
Principles of Accounting	47	ACC 120—Principles of Accounting
Principles of Management	46	BUS 137—Principles of Management
Composition and Literature		
Freshman College Composition	45 (450)	ENG 111—Expository Writing
Information Systems		
Information Systems/Computer Applications	45	CIS 110—Introduction to Computers CIS 115—Introduction to Programming and Logic
Mathematics		
College Algebra	46	MAT 161—College Algebra
Trigonometry	50	MAT 162—College Trigonometry
Social Science		
Introduction to Psychology	47	PSY 150—General Psychology
Introduction to Sociology	47	SOC 210—Introduction to Sociology

ADVANCED PLACEMENT (AP) CREDIT

The College Entrance Examination Board (CEEB) sponsors an advanced placement program that enables high school students to complete college-level courses while still in high school. The CEEB examinations are offered in the high school by the Educational Testing Service (ETS). Advanced Placement scores are equivalent to the following grades:

<u>Advanced Placement Score</u>	<u>Grade Equivalent</u>
5	4.0
4	3.8
3	3.5

Stanly Community College will grant credit for the Advanced Placement tests conducted by the CEEB. Successful completion of the exam (score of 3 or higher) is required for awarding credit. Students desiring credit must have their scores submitted to the Director of Records and Registration for evaluation.

INDEPENDENT STUDY CLASSES

Classes not offered on the regular schedule but required for graduation may be offered as independent study classes. An independent study class cannot be granted for a class with a lab or clinic. If the student can attend the regularly scheduled lab or clinic but not the lecture portion of the class, then an independent study could be granted. Students are strongly encouraged to limit their requests for this type of instruction. Independent study classes must be approved by the advisor, program head, and division chairperson. Part-time instructors cannot initiate independent courses unless approved by the appropriate division chairperson.

The following restrictions will apply:

- A student may not enroll in more than one independent study class concurrently.
- A student may not enroll in more than three independent study classes in a five-year period.
- A student must hold a 2.50 GPA before attempting to enroll in an independent study class.

TECH PREP CURRICULA/ADVANCED PLACEMENT FOR EARNED HIGH SCHOOL CREDITS

In an effort to retain students and prevent duplication of instruction, the high schools in Stanly and Union counties along with Stanly Community College have designed Tech Prep curricula. High school students enrolled in the Tech Prep program will receive credit toward graduation from Stanly Community College for specified courses completed while in high school.

For a complete list of high school courses and their SCC equivalents, contact an area high school counselor or the Director of Records and Registration at SCC.

QUICKSTART PROGRAM

QUICKStart is a collaborative effort of the Stanly County Schools and Stanly Community College. Through QUICKStart, eligible high school students can complete a portion of their college freshman year before they ever enroll in college. SCC offers a variety of social science, humanities, math, and science electives that will fulfill general education requirements of universities in the University of North Carolina System and those of private institutions as well. High school students may take QUICKStart classes tuition free. These courses are scheduled at convenient times for high school students. High school guidance counselors and the SCC Admissions Office have additional information on QUICKStart.

TELECOURSE POLICY

A telecourse is a videotaped course that is televised and broadcast over the local public television station and will typically run from 13 to 15 weeks. In addition, the student may have a textbook to read, supplementary readings, and/or special projects. Generally, the student will be required to be on campus to take exams.

Students must attend a required orientation session at the beginning of each term. The orientation allows the student to meet the instructor and receive course requirements.

Current and previous Stanly Community College students must have a 2.5 grade point average to enroll in the telecourse. Students must maintain contact with the instructor at least once every two weeks or more often if required by the instructor. Students who do not maintain contact and/or who are not making progress in the course will be withdrawn from the course by the instructor.

Tuition and fees are the same as regularly scheduled courses.

INTERNET COURSE POLICY

Students may enroll in courses offered over the Internet via e-mail at www.stanly.cc.nc.us/cyberschool. These courses are taught on-line with assignments and projects submitted via e-mail. Each participant must have independent access to the Internet and his or her own e-mail address. The applicable URL and instructions for using it will be supplied at an orientation meeting that students will be required to attend. Instructor comments and acceptability of each assignment will also be transmitted to the student via e-mail.

A class bulletin board will be maintained by the instructor, and students will submit to it on a weekly basis. Assignments should be completed in order and submitted by the due dates. After two consecutive weeks of loss of contact and/or lack of submitting assignments, the instructor will withdraw the student from the course.

Tuition and fees are the same as regularly scheduled courses.

CLASS ATTENDANCE

Each student is expected to attend all classes for which he or she is registered. Absences do not relieve the student's responsibility of meeting the requirements of the class. Any student missing two consecutive weeks after the first day of classes without permission of the instructor will be withdrawn. Immediately following the first week of loss of contact with a student, the instructor will determine the student's intent to continue or refer the student's name to Student Development for assistance in making this determination. After loss of contact with the student, the instructor will withdraw the student from the class.

Students auditing classes must adhere to the same attendance policy as other students.

WITHDRAWING, ADDING, OR DROPPING COURSES

Courses may be added or changed only during the first three class days of the semester as published in the Academic Calendar. The following procedure must be followed to make a change in registration:

1. Obtain a Drop/Add form from the Records Office and fill out the form completely.
2. Have the academic advisor approve the change by signing the Drop/Add form.
3. Submit the properly signed Drop/Add form to the Records Office for processing.
4. Fulfill any financial obligations through the Business Office.

After the first three days of classes, a student withdrawing from a course is responsible for initiating a course withdrawal through the Records Office. An advisor's signature must be on the withdrawal form before the student will be withdrawn from a class. Evening students must have an instructor's signature for withdrawal.

The instructor must initiate a withdrawal through the Records Office if a student does not attend a course or has two consecutive weeks of absences without permission of the instructor. By the conclusion of the second week of the term, any student who has not attended classes shall be dropped by the instructor.

A student withdrawing or dropping a course after the add period and through the first five weeks of the term as published in the Academic Calendar will be assigned a grade of "NA" (Never Attended) or "W" (Withdrawn) by the Records Office. The grade will not be computed in the student's grade point average.

After the end of the fifth week of the term, a student may be withdrawn from a course through the thirteenth week of the term (fourth week during the summer session). The grade of "WP" (Withdrawn Passing) or "WF" (Withdrawn Failing) will be assigned by the instructor at the time of withdrawal. The grades of "WP" and "WF" will not be computed in the student's grade point average.

Students will not be allowed to withdraw from a course during the last two weeks of the term. Instructors who initiate drops during the last two weeks of the term must assign a grade to the student from the grading system as published in this catalog.

PROFICIENCY EXAMINATION (ADVANCED PLACEMENT)

Applicants who have reason to believe they are proficient in a subject and wish to request credit by examination must do so during the first two weeks of class. The examination may be written, oral, performance, or all of these and must be scheduled during the first two weeks of the semester at any time mutually convenient to the examining instructor and the student. The academic standards for credit by examination will be commensurate with the academic standards for the course; the proficiency exam may be similar to the final exam given in the regularly scheduled course. Students failing such an examination may not request a second examination. No credit by examination will be allowed if the student has previously taken the course for credit and is attempting to raise the course grade. Decision of the examining instructor is final.

Credits earned by examination (maximum of five courses) will be entered on the student's permanent record, but quality points will not be awarded for such credit. Hours earned through proficiency examination may not be considered when calculating hours to determine the student's enrollment status (full time or part time).

Example 1: A student registers for 18 credit hours and proficiencies out of a 6 credit hour course. The student still remains in attendance with 12 credit hours and is considered full time for both aid and benefits.

Example 2: A student registers for a proficiency examination and fails the examination. The student must be in attendance and pay for the course.

Procedures for credit by examination are as follows:

1. The student must request of the course instructor to take a proficiency examination during the first two weeks of class.
2. The instructor evaluates the request to determine
 - a. if a need for a proficiency exists
 - b. if the student has demonstrated, or there is evidence, that he or she possesses skills commensurate with the request
3. The instructor must verify the student's enrollment in the course prior to administering the exam.
4. The program head must recommend the student to take the proficiency, and the division chairperson must approve the request.
5. Upon administration of the proficiency exam, the student will be notified within two class days if he or she passed. (Normally, only full-time instructors may give proficiency exams. Part-time instructors may not give proficiency exams unless approval by the Dean of Instruction is granted.)
6. The instructor will take the exam results to the Director of Records and Registration, who will award the appropriate credit earned.
7. Credit earned by proficiency exam will be entered on the student's transcript as credit hours passed. No grade or quality point value will be assigned. Proficiency exam credit will not be used in determining grade point average.

The following persons will not be permitted to take proficiency examinations:

1. Persons who have taken the proficiency exam previously
2. Persons who have enrolled in and dropped the course or who have been dropped from the course by the instructor with a grade of "WF"
3. Persons who were enrolled in the course and failed the course
4. Persons requesting the examinations after the allotted two-week time period
5. Persons who have a cumulative grade point average less than 2.50

COURSE AUDITING

Students who wish to audit courses shall be admitted on a space-available basis and shall not displace a credit-seeking student. No credit is awarded, and no examinations are required. A grade of "AU" is recorded to indicate audit. Attendance and participation in class is encouraged. Students must register officially and pay regular tuition. Students may not change from audit status or to audit status after the last day to register for a course as published in the Academic Calendar. Courses with the prefix of NUR, OTA, PTA, RCP, or MED may not be audited without the permission of the program head and/or the division chairperson.

COURSE REPEAT

Students may repeat classes in which they have earned a grade below a "C." The second grade will be substituted in computing the cumulative GPA, the hours, and the quality points for the course. The second grade will count whether it is an "F" or higher. The first grade will be recorded on the student's transcript.

Each student may exercise a one-time only option of repeating for credit a course in which a grade of "C" or higher has been earned. The Records Office will indicate in the student's folder when this option is exercised.

Students receiving financial aid and/or veterans' benefits may not repeat courses in which the grade earned was "D" or higher.

COURSE PREREQUISITES

Students must comply with regulations stipulating that courses may not be taken until all prerequisites have been met. There are occasions when exceptions to this regulation may be deemed desirable and appropriate, but the instructor must approve such exceptions.

COURSE SUBSTITUTION

A student may request to substitute a course required in his or her program of study based on particular occupational goals. Action upon such substitutions must be initiated by the student's academic advisor/program head, who will forward the Request for Course Substitution form to the division chairperson.

A substitution must be in the same area of study or should be appropriate in meeting the requirements of the curriculum standards. A maximum of five courses may be credited for any student through the course substitution method. More than five course substitutions may be granted with special permission from the division chairperson and the Director of Records and Registration. Notification of approval of course substitutions must be submitted to the Director of Records and Registration.

CHANGE IN CURRICULUM PROGRAM

A student who decides to change his or her program of study should discuss the program change with his or her academic advisor. A Request for Change in Curriculum Program form and the IDEAS assessment instrument must be completed by each student. Both are available in the Student Development Office.

Upon submission of the completed Change in Curriculum Program form and the IDEAS assessment instrument, the student will be scheduled for a required counseling session with the counseling staff. The counselor will determine the student's readiness to enroll in another curriculum. If approved, the counselor will facilitate the program change and refer the student to an advisor in the new program. The student must meet all admissions requirements for the program he or she is requesting to enter.

Credits and grades in the previous program(s) that are applicable to the new program will be carried forward including the quality points earned on the courses. Courses applicable to the new program for which no quality points were earned will be carried forward as hours attempted.

GRADING SYSTEM

The following alphabetical system is used for reporting and recording all grades:

A	Excellent	4 quality points per credit hour
B	Good	3 quality points per credit hour
C	Average	2 quality points per credit hour
D	Passed	1 quality point per credit hour
F	Failure	0 quality points per credit hour
I	Incomplete	Will carry hours attempted and will be computed in GPA. Must be removed by the end of the eighth week of the next term (end of third week for the summer session) or the grade will be changed to an "F."
NA	Never Attended	Hours are not included in determining GPA
W	Withdrawal	Hours are not included in determining GPA
WP	Withdrawal Passing	Hours are not included in determining GPA
WF	Withdrawal Failing	Hours are not included in determining GPA
AU	Audited	Hours are not included in determining GPA
S	Satisfactory	Hours are not included in determining GPA
U	Unsatisfactory	
P	Credit received by passing a proficiency exam	Hours are not included in determining GPA
AP	Advance Placement	Hours are not included in determining GPA
EX	Exempt	Hours are not included in determining GPA
TC	Transfer Credit	Hours are not included in determining GPA

SCHOLASTIC STANDARDS

The minimum grade point average for graduation is 2.0 or a grade average of "C." Quality point averages are determined by dividing the total number of quality points by the number of credit hours attempted. If a course is repeated, the last grade will be used in computing the student's hour-quality point ratio. A ratio of 2.0 indicates that the student has an average of "C"; above 2.0 indicates an average above "C"; below 2.0 indicates an average below "C." The following grades yield no quality points: "I," "P," "S," "U," "AU," "NA," "W," "WP," "WF," "F," "CS," "AP," "EX," and "TC."

COMPUTATION OF GRADE POINT AVERAGE

Terms:

Q.P. (Quality Points): Points earned for final class grades. Each letter grade represents so many earned points: “A” = 4 Q.P.s, “B” = 3 Q.P.s, “C” = 2 Q.P.s, “D” = 1 Q.P., and “F” = 0 Q.P.s.

G.P.A. (Grade Point Average): Obtained by multiplying the earned Q.P.s by the number of credit hours attempted and dividing the total earned Q.P.s by the total number of credit hours attempted.

Credit Hours: Hours of credit received for each class taken per semester.

Contact Hours: Actual hours per week spent in class and/or lab.

There are two main steps in computing G.P.A.:

1. Multiply the credit hours for each class by the number of Q.P.s earned. The result is the total Q.P.s for the semester. Example:

	Credit Hours		Grade	Q.P.s		Total Q.P.s
Business Law I	3	x	A	4	=	12
Keyboarding	2	x	B	3	=	6
Principles of Accounting I	4	x	C	2	=	8
Expository Writing	3	x	B	3	=	9
Introduction to Computers	3	x	A	4	=	12
	15 total hours					47 Q.P.s

2. Divide the number of total credit hours into the total number of Q.P.s for the semester. Grade point average for semester: 47 total Q.P.s divided by 15 total credit hours = 3.13 G.P.A.

The cumulative G.P.A. may be computed by totaling all attempted credit hours and dividing them into the total number of Q.P.s that have been earned for all semesters of enrollment.

GRADE REPORTS AND TRANSCRIPTS

Grades are normally mailed five working days after the final class day. Semester grade reports will not be given to a student or to anyone over the telephone or in person from the Division of Student Development.

Transcripts of the student record will be mailed to other colleges, prospective employers, or to the student if an official written request is made by the student to the Student Development Office. Transcripts are available, if possible, after 3 p.m. each day if the request is received before 11 a.m. of that day. Requests for transcripts will be honored within 72 hours.

INCOMPLETE GRADE POLICY

An incomplete grade is a temporary grade of "I" that is given at the discretion of the instructor for incomplete course work due to extenuating circumstances. It is the student's responsibility to contact the instructor regarding work to be completed for the removal of the "I" grade. When a grade of "I" is issued, the student does not register for the course.

A student receiving a grade of "Incomplete" in a given course must complete the required course work by the end of the eighth week of the next term (end of the third week for the summer term) or the incomplete grade will be changed to an "F" grade. An incomplete grades is computed as an "F" grade in the student's grade point average until completion of course work.

GRADE CHANGES

All grades assigned to a student are considered final. To change a grade after the grade report is mailed requires an authorization for the change initiated by the instructor, recommended by the program head or the Evening Director, and approved by the division chairperson. The change form must be submitted to the Director of Records and Registration.

GRADE APPEAL

Once the grade report is issued, a student has ten class days after the official receipt of the grade to appeal the assigned grade. The Student Development Office will act as an advocate for the student when needed. Procedures for appealing a grade are as follows:

1. The student must first schedule and conduct a meeting with the instructor who assigned the grade.
2. If the grade is changed at this point, no further action need occur. If the student wishes to continue the appeal process, the student must acquire a Grade Appeal form from the Dean of Students and complete the form.
3. If the instructor is the division chairperson, the Dean of Instruction will meet with him or her and the student. If the instructor is no longer an employee at the College, the appeal process begins with the division chairperson.
4. If the matter is not resolved at this point, the Grade Appeal form and all documentation will go to the Faculty Senate. The final review must be made in the form of a hearing with the student, the instructor, and the division chairperson present. The Faculty Senate has five working days to schedule its review and reach a decision. The Faculty Senate has the right to set aside the grade in question and request a reexamination of the student.

If the faculty member who assigned the grade is a Faculty Senate member, he or she must step down during the procedure.

5. If not satisfied with the decision of the Faculty Senate, the student will have two school days to appeal the decision in writing to the Dean of Instruction. The Dean of

- Instruction will review all written documentation and meet with the student and instructor.
6. The Dean of Instruction will make a decision within five working days.
 7. If not satisfied with the decision of the Dean of Instruction, the student will have five school days to make a final appeal in writing to the President of the College. The President will make the final decision after investigating all facts.

In some instances the grade appealed is associated with a prerequisite course, as is especially true in allied health curricula. When this occurs, it is imperative for all parties involved to hear the appeal and render a decision before the next semester begins, which may mean a two-day limitation.

SATISFACTORY ACADEMIC PROGRESS POLICY

All curriculum students must meet these minimum standards to be considered progressing satisfactorily toward graduation:

Associate in Arts degree and certificate programs: Students must maintain a 2.00 grade point average.

Associate in Applied Science degree and diploma programs: Students must meet minimum grade point averages according to credit hours attempted as shown below.

Credit Hours Attempted	Grade Point Average GPA Degree/Diploma
1–30	1.55
31–46	1.70
47–62	1.85
63 +	2.00

Definitions:

Credit Hours Attempted refers to the total hours taken, including courses with grades of “I” and “F.”

GPA (Grade Point Average) is determined by dividing quality points earned by total hours attempted.

GPA Degree refers to the grade point average for curricula awarding Associate in Applied Science degrees.

GPA Diploma refers to the grade point average for curricula awarding diplomas.

Whenever the student’s GPA falls below the recommended standing, he or she will be placed on academic probation for the next term enrolled. The student is notified of academic probation by letter from the Director of Records and Registration. The student then has the next term enrolled to achieve the GPA standing for credit hours attempted.

Failure to meet the minimum GPA during the probation term will result in the student’s being terminated from veterans’ benefits and other areas requiring evidence of satisfactory

progress. A veteran student who is dropped or who withdraws from all courses when taking two or more courses will be placed on academic probation the next term enrolled.

Upon referral to Student Development for counseling, students making unsatisfactory progress may be provided other learning options or may continue in a limited number of classes.

ACADEMIC PROBATION PROCEDURES

The first semester the student is on academic probation he or she must earn the grade point average (GPA) standard for total credit hours attempted in his or her current major. The student will have one semester (spring or fall) and the summer session to meet the required grade point average for his or her current major. Failure to do so will result in suspension for the next semester. When the GPA requirement is met for total credit hours attempted in the student's current major, the student will be removed from academic probation.

The grade point average will be computed after each semester and summer session, and the student will be notified of the exact grade points needed. If a student is on academic probation and withdraws after payment of fees for the term, that term will be counted as one of academic probation.

Example 1: A student who does not meet the academic requirements according to the number of credit hours attempted in his or her current major by the end of fall semester will be placed on academic probation for spring semester. If at the end of spring semester the student still has not met the GPA requirements for total credit hours attempted including spring semester, the student will be suspended unless he or she opts to attend summer session. At the end of summer session, the student must be off academic probation or he or she will be suspended for one semester.

Example 2: After spring semester a student who has not met the required GPA for his or her current major is placed on academic probation. That student may use the summer session to meet the required GPA. If at the end of the summer session the GPA has not been met, the student will remain on academic probation for fall semester. At the end of fall semester the student must have met the required GPA or the student will be suspended for one semester. If the student does not attend the summer session and does not meet the academic probation requirements at the end of fall semester or the next semester of enrollment, he or she will be suspended for one semester.

REINSTATEMENT FROM ACADEMIC SUSPENSION

The student must request in writing to the Dean of Students consideration for reinstatement after having been on suspension for a minimum of one term.

If after reinstatement to a program a determination is made through counseling with the student that a change of program would be in the best interests of the student, a recommendation will be made to the Dean of Students that the student be permitted to complete a Request for a Change in Curriculum Program form.

GRADE FORGIVENESS PROCEDURE

Any Stanly Community College student who has experienced a lapse of enrollment at the College for a period of three consecutive academic years may, upon reenrollment, make a request with the Director of Records and Registration to have prior course work forgiven. The following criteria must be met:

1. The student must first complete at least 12 semester hours of credit with a 2.00 grade point average before requesting grade forgiveness.
2. The request must be made during the subsequent semester (excluding the summer session) after the 12 semester hours have been completed.
3. Prior course work must be at least three years old.
4. Only prior courses with grades below a "C" will be eligible for grade forgiveness.
5. The student must complete a Grade Forgiveness Request form, which is available in the Student Development Office.
6. Only one grade forgiveness request will be accepted per student. If the request is approved, the record of the earlier course work affected remains on the student's transcript but is not calculated in the cumulative grade point average. Eligibility for student financial aid is subject to satisfactory academic progress requirements based upon all academic work attempted.

In instances in which grade forgiveness is granted for courses completed at Stanly Community College and then transferred to another college or university, the receiving institution is not required to disregard those course grades. Other colleges or universities may elect to include the grades forgiven in computing the student's grade point average, possibly disqualifying the student from consideration for admission.

HONORS AND AWARDS

Academic Honors

Each student enrolled in a curriculum program leading toward a degree or a diploma is eligible for the Academic Honors lists. Special credit students are not eligible for Academic Honors.

President's List: students who complete in a semester a minimum of 12 credit hours and earn a 4.0 grade point average

Honors List: students who complete in a semester a minimum of 12 credit hours and earn at least a 3.50 grade average with no grade lower than "C" or an "Incomplete"

Commencement Awards

Graduating students having a cumulative major GPA of 3.50 or higher are recognized at graduation ceremonies by the notation in the commencement program and by the wearing of gold cords.

The President's Leadership Award was established by the Stanly Community College Student Government Association in 1980. This award is presented to the graduating student who has excelled in providing leadership to fellow students, to the College, and to the community.

The Outstanding Graduate Award is awarded to three students enrolled in a curriculum program who have earned a 3.0 or higher GPA at the end of the term prior to graduation. The program head and instructors from each curriculum may nominate one student from their curriculum and will write an essay on the topic "Why This Student Should Receive the Outstanding Graduate Award."

The Director of Records and Registration will notify the nominee of his or her nomination as the Outstanding Graduate. The nominee will be required to submit to the Director of Records and Registration a typewritten essay using the topic "What Makes You An Outstanding Graduate" and will be interviewed by a selection committee. The selection committee will choose the three students to receive the Outstanding Graduate awards. The Outstanding Graduates will be the commencement speakers.

GRADUATION REQUIREMENTS

All students are required to file an application for graduation prior to September 15 for December graduation and prior to November 30 for May graduation. Applications for graduation are available from the office of Records and Registration.

The following requirements are established for the Associate in Arts degree, the Associate in Applied Science degree, the diploma, and the certificate:

1. Complete all course requirements in major with an overall major grade point average of 2.00 or higher.
2. Complete an application for graduation prior to September 15 for December graduation and prior to November 30 for May graduation.
3. Pay a graduation fee at the time of registration for the last semester of enrollment.
4. Earn at least one-fourth of the credits required for a degree, diploma, or certificate from Stanly Community College.
5. Fulfill all financial obligations to the College.
6. Be present for graduation exercises. Graduation exercises are held at the end of the fall and spring semesters on the dates published in the Academic Calendar. In cases of unavoidable circumstances, exceptions to this requirement may be granted by the Dean of Students. (See Graduation in Absentia.) During graduation exercises, candidates must be dressed in proper academic attire as determined by the President of the College.

GRADUATION IN ABSENTIA

A written request for permission to graduate in absentia must be filed with the Dean of Students no later than fourteen days prior to commencement exercises.

Students with approved absences must make arrangements with the Director of Records and Registration to receive the degree, diploma, or certificate. A degree, diploma, or certificate will not be mailed.

Students with unapproved absences will be required to pick up their degree, diploma, or certificate from the Director of Records and Registration after a written request has been approved by the Dean of Students.

COLLEGE STUDENT SUCCESS (ACA 111) EXEMPTION GUIDELINES

Students who have completed 20 or more quarter credit hours or 12 or more semester credit hours at SCC or another college or university may be exempt from ACA 111—College Student Success. Also, students who have taken and passed a comparable course at another institution will receive transfer credit for ACA 111.

RELEASE OF STUDENT RECORDS AND INFORMATION

All student records are held confidential by the institution with the exception of directory information. (See Student Records and Privacy Rights section of catalog.) Placement credentials, transcripts, and other pertinent information will be made available only upon written request of the student. A statement authorizing release must be signed by the student before a transcript or any other information will be sent to other colleges, employers, or other agencies. Authorization for Transcript Requests forms are available in the Records Office. Transcripts will not be released for a student who has an outstanding financial obligation to the institution or under other signed agreement situations.

STUDENT RECORDS AND PRIVACY RIGHTS

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are as follows:

1. The right to inspect and review his or her education records.
2. The right to request the amendment of his or her education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
3. The right to consent to disclosures of personally identifiable information contained in his or her education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file with the U.S. Department of Education a complaint concerning alleged failures by the College to comply with the requirements of FERPA.
5. The right to obtain a copy of the College's student records policy. A copy of the policy may be obtained from the Director of Records and Registration.

All currently enrolled students have the right to examine their official records. A student's official records consist of the application for admission, transcripts of previous educational training, test scores if applicable, grades, and correspondence.

Stanly Community College will release the following directory information: the student's name, enrollment status, program of study, dates of attendance, degrees awarded, awards given, and participation in official activities. Any student objecting to the release of any or all of the above directory information without appropriate consent must notify the Director of Records and Registration in writing within ten days after the initial registration. The objection must state what information the student does not want to be classified as directory information.

Other than directory information, student records may not be released without written consent of the student except in the following situations: (a) a request from a staff or faculty member of the College who has a legitimate educational interest in the information or administrative duties required in maintaining the records; (b) in compliance with a court order or subpoena, provided the student is notified in advance of the compliance; (c) requests from other departments, educational agencies, or accrediting agencies that have a legitimate educational interest in the information; (d) requests from officials of other schools to which the student intends to transfer or enroll provided the student is furnished with a copy, if so desired; (e) requests from authorized representatives of the Comptroller General of the United States or the administrative head of a federal agency in connection with an order or evaluation of federally supported education programs; (f) requests in connection with a student's application for financial aid; (g) requests from appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health and safety of the student or other persons.

Official records are those records maintained by any unit of the College except those records created by an individual staff or faculty member for that person's use. Those records created by staff or faculty are not accessible to the student.

Procedures for student inspection of records:

1. Students who wish to inspect and review their records shall submit a request in writing to the Director of Records and Registration.
2. Access shall be provided as soon as possible but must be within 45 days of the request.
3. The Director of Records and Registration must note in the permanent folder the following information:
 - a. name and date the access occurred
 - b. copies made of materials

CHANGE OF NAME, ADDRESS, AND DIRECTORY INFORMATION

Students are responsible for notifying the office of the Director of Records and Registration of all name and address changes as well as other directory information. This is necessary

to keep all records in proper order and to assist in the processing of student requests and records.

STUDENT RIGHTS AND RESPONSIBILITIES

Students at Stanly Community College are considered to be mature adults who enter classes voluntarily. By entering classes, students take upon themselves certain responsibilities and obligations that include an honest attempt at academic performance and social behavior consistent with the lawful purpose of the College. Students maintain all legal rights of citizenship while enrolled and are expected to remember that they are living in a democratic situation. The reputation of the College rests upon the shoulders of students as well as on the administration, staff, and faculty; and it is hoped that each student will maintain high standards of citizenship. The campus and College will not be a place of refuge or sanctuary for illegal or irresponsible behavior. Students, as all citizens, are subject to civil authority on and off the campus. Common courtesy and cooperation make the above suffice for a long list of rules and regulations.

SEXUAL HARASSMENT POLICY

The sexual harassment policy of the College does not tolerate the request for sexual favors or any unwelcome verbal or physical conduct of a sexual nature by an employee or student. Anyone who violates this policy will be disciplined as set forth in the policy. Copies of the complete Sexual Harassment Policy may be found in the *Faculty and Staff Handbook* and in the Learning Resources Center.

STUDENT CODE OF CONDUCT

Stanly Community College reserves the right to maintain a safe and orderly educational environment for students and staff. Therefore, when in the judgment of College officials a student's conduct disrupts or threatens to disrupt the College community, appropriate disciplinary action will be taken. The purpose of this code is not to restrict student rights but to protect the rights of individuals in their academic pursuits.

The following rules of conduct prohibit certain types of student behavior:

1. Academic dishonesty—taking or acquiring possession of any academic material from a College employee or fellow student without permission; receiving or giving help during tests; submitting papers or reports as originals that are not the student's own; plagiarism.
2. Theft of, misuse of, or damage to College property or theft of or damage to property of a member of the College community or a campus visitor; unauthorized entry into a College facility or unauthorized presence in a College facility after closing hours.
3. Violation of the Drug and Alcohol Policy, which in part reads: Stanly Community College prohibits the unlawful use, possession, distribution, manufacture, or dispensation of any controlled substance or alcohol while on campus, facilities leased

by the College, or at College-supported functions. (This policy may be found in the Learning Resources Center and in the *Faculty and Staff Handbook*.)

4. Lewd, indecent, or offensive conduct or clothing including public physical or verbal action or distribution of obscene or libelous material.
5. Mental, physical, or verbal abuse of any person (employee or student) on campus or at campus-sponsored functions.
6. Any act, comment, or behavior that violates the College policy on sexual harassment. (The Sexual Harassment Policy may be found in the Learning Resources Center and in the *Faculty and Staff Handbook*.)
7. Possession or use of a firearm, incendiary device, or explosive except in connection with a College-approved activity. This is inclusive of any unauthorized use of any instrument designed to inflict serious bodily injury to any person. Restrictions on the possession of a firearm do not apply to on-duty law enforcement personnel.
8. Forgery, alteration, or misuse of College documents, records, or instruments of identification with intent to deceive.
9. Violation of a local, state, or federal criminal law on College premises.

The President and the Dean of Students are authorized to suspend immediately any student who violates the rules of conduct. A student who has been suspended will receive a hearing with the Dean of Students within five days of suspension. After discussing the alleged infraction(s) with the student, the Dean may act as follows:

1. Drop the charges.
2. Impose a sanction consistent with those shown under the section entitled Sanctions.
3. Refer the student to a community agency for services.

In instances in which the student cannot be reached to schedule an appointment with the Dean or when the student refuses to cooperate, the Dean shall send a certified letter to the student's last known address. The letter must provide the student with a list of charges, the Dean's decision, and instructions governing the appeal process.

Sanctions

1. Reprimand: a written communication that gives official notice to the student that subsequent offense against the Student Code of Conduct will carry heavier penalties because of this prior infraction.
2. Restitution: paying for damaging, misusing, destroying, or losing property belonging to the College, College personnel, or students.
3. Loss of academic credit or grade: imposed as a result of academic dishonesty.
4. Interim suspension: exclusion from class and/or other privileges or activities as set forth in the notice until a final decision has been made concerning the alleged violation.
5. Suspension: exclusion from class(es) and/or all other privileges or activities of the College for a specified period of time. Students who receive this sanction must get specific written permission from the Dean of Students before returning to campus.

6. **Expulsion:** dismissal of a student from campus for an indefinite period. The student loses his or her student status. The student may be readmitted to the College only with the approval of the President.

Appeals Procedure

A student who disagrees with the decision of the Dean of Students may appeal the decision to the President. This request must be submitted in writing to the Dean within three working days after receipt of the Dean's decision.

The President has the authority to:

1. Hear from the student and the Dean before ruling on the appeal.
2. Approve, modify, or overturn the decision of the Dean.
3. Inform the student in writing of the final decision within ten working days of the receipt of the appeal.

The President's decision will be final.

STUDENT GRIEVANCE POLICY

Grievances of students will be handled by the Dean of Students. The purpose of the student grievance procedure is to provide a system to channel student complaints against faculty and staff concerning the following:

1. Alleged discrimination on the basis of age, sex, race, handicap, or other conditions, preferences, or behavior, excluding sexual harassment complaints.
2. Sexual harassment complaints should be directed to the Dean of Students. Because of the sensitive nature of this kind of complaint, a conference with the Dean will replace the first step of the grievance procedure. The Dean will counsel with the student to determine the appropriate action that is required. If the grievance is not resolved after this meeting, then the remainder of the grievance policy will be followed.
3. Academic matters, excluding individual grades, with which students have a grievance.

Procedures

1. The student must go to the offending employee, except in sexual harassment complaints, within ten school days. A conference with the employee will be held to resolve the matter informally at this level.
2. If the informal conference does not resolve the matter, the student may contact the Dean of Students and file a written grievance. The Dean of Students will explain the grievance process to the student and provide him or her with a grievance form. The completed form must be returned to the Dean within five class days after satisfying the first step. The Dean will refer the grievance to the immediate supervisor of the employee involved. The supervisor shall respond in writing to the student within five class days of receipt of the grievance form.

3. If the written statement of the supervisor does not satisfy the grievant, the Dean of Students and the Vice President or the Dean of the employee's supervisor will hear the appeal. To enter this step the student must submit a written request within five class days after receiving the written response of the supervisor. The request shall include (1) a copy of the original grievance form, (2) a copy of the supervisor's response, and (3) the reason the supervisor's response is unsatisfactory. The employee against whom the grievance was filed shall be given an opportunity to respond in writing to the Dean of Students.

The administrators will hear the grievance, review all written information, and interview any persons necessary to render a written decision within five working days. The decision will be forwarded to the grievant and other persons involved.

4. The decision of the administrators may be appealed to the President by either party involved within five working days of the decision. The President shall review all information, interview all parties, and conduct any additional inquiries that are deemed necessary to render a decision within five working days of receipt of the appeal.
5. The President's decision may be appealed to the Board of Trustees by either party involved within five working days of the President's decision.

The Board of Trustees or a committee of the Board shall review any information to date, conduct whatever additional inquiries are deemed necessary, and render a decision within twenty working days of receipt of the appeal.

*Student Development/
Institutional Support
Services*

STUDENT LIFE

The Student Development Office encourages each student to become fully aware of every opportunity available through Stanly Community College. Student Development includes admissions, records, guidance and counseling, testing, financial aid, JTPA, student activities, placement, and follow-up.

STUDENT HANDBOOK/CALENDAR

The Director of Orientation and Student Support Services prepares a student handbook/calendar on an annual basis and issues it at orientation and throughout the year. The publication contains information on registration, procedures, and policies of the College. Students are expected to understand the contents of the handbook/calendar.

COUNSELING SERVICES

A major role of Stanly Community College is to assist students in making the transition to the College. Individualized counseling sessions may be arranged to discuss a student's interests, aptitudes, vocational goals, or academic and personal problems. Such conferences are confidential.

Students are encouraged to visit a counselor's office any time a problem arises that could affect progress in their studies. Counseling services are provided in both day and evening hours.

Upon application to the College, each student in a curriculum program is assigned a faculty advisor who is available to help with situations related to the student's academic work. The advisor serves as a direct link between the student and the successful completion of the student's program of study.

TUTORIAL SERVICES

Free tutorial service may be available to supplement classroom instruction to those students needing assistance. Tutoring is provided by Stanly Community College students on an arranged basis through the Student Development Office. Any student may request tutoring.

TESTING SERVICES

Students desiring to take an aptitude or interest test may do so by contacting the Career Center. Special tests such as interest inventories, reading tests, and others are available to individuals who wish to take them. There is no charge for special tests given at Stanly Community College.

SERVICES FOR STUDENTS WITH DISABILITIES

Parking

Students who are temporarily disabled or physically challenged and who require a special Handicapped Parking Permit should see the Dean of Students. Permits are assigned on a temporary basis. Individuals with permanent disabilities are required to contact the North Carolina Division of Motor Vehicles for a permanent tag or rear mirror sign.

Academic Provisions

It is the intent of the College that all courses be accessible to all qualified students. It is the student's responsibility to make his or her disability known. The student must request academic adjustments sixty days prior to enrollment. To determine the student's eligibility for services, documentation of disability may be required of all students requesting academic adjustments or auxiliary aids. Documentation may include results of medical, psychological or emotional diagnostic tests, or other professional evaluations for verification of the need for adjustments or aids. Stanly Community College will, where possible, seek assistance from outside agencies, i.e., Division of Vocational Rehabilitation and other organizations.

HEALTH SERVICES/FIRST AID

Each student is required to submit a health statement on application for admission, which becomes part of his or her permanent record. Students enrolled in certain programs are made aware of the Bloodborne Pathogens Policy and Procedures of the College.

The College maintains no health facilities other than first aid kits. The kits may be found in all shop areas and in the Student Development Office. Injuries requiring more than minor first aid will be referred to local physicians. In case of emergency the College switchboard operator should be notified, who may then call a physician or ambulance service at the student's expense.

HOUSING

Stanly Community College does not operate dormitory facilities, nor does it assume responsibility for housing. The Director for Admissions will assist perspective students in locating area realtors. All arrangements for housing are the responsibility of the student and the landlord.

JOB PLACEMENT

The Job Placement Office of Stanly Community College exists to serve the employment needs of both current and former students of the College. As they approach graduation, students of SCC are encouraged to contact the Job Placement Office for any assistance they may need in locating suitable employment. Placement services available include job referrals, resume preparation, mock or practice interviews, and printed materials covering

the job-seeking campaign. Currently enrolled students in search of part-time employment may find local job opportunities with flexible hours.

While the College can make no guarantee that each graduate will be placed immediately in a job of his or her choosing, the Job Placement Office can be an excellent source of job leads and tips that may prove to be helpful in the job search. The Job Placement Service is located in the Student Development Office.

The local Employment Security Commission office also maintains operating hours on campus each week.

FOOD SERVICES

A hot food service is located in the Student Center. Service America Corporation contracts with the College and operates the service Monday through Friday from 7:30 a.m. until 1:30 p.m. There is no hot food service provided between semester breaks. Vending machines are also located in the area for the convenience of evening students.

STUDENT CENTER

Students are encouraged to use the Student Center as a place to talk, eat, and relax. The area provides an opportunity for students, faculty, and staff to socialize in an informal atmosphere. Billiards, ping-pong, wide screen television, and video games are available in the Student Center. No food or drink is allowed in the recreation room. Individuals who need a quiet place to study should use the Learning Resources Center in the Snyder Building.

ACTIVITIES

Socials, cookouts, and other leisure activities are planned for both day and evening students by the Student Government Association under the supervision of the Dean of Students.

Each Wednesday from 12 noon until 1 p.m. is blocked for activity hour. Students are encouraged to participate in SGA and/or other clubs and organizations.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association is composed of all curriculum students who are enrolled at Stanly Community College. Members are encouraged to be active participants in student affairs and to voice opinions and thoughts through their representatives.

All extracurricular activities are coordinated through the Student Government Association and the Student Development Office. During the spring term the president and other Student Government Association executive officers are elected. Departmental representatives are elected in a campus-wide election in the fall. One representative is also elected from each campus club. An administrative advisor and faculty advisors serve to assist the Student Government Association with its activities.

The Student Government Association sponsors activities that enhance student campus life. Students are involved in school affairs with active participation on various advisory and standing committees.

The President of the Student Government Association serves as an ex-officio member of the Board of Trustees. The Stanly Community College Student Government Association actively participates in the North Carolina Comprehensive Community College Student Government Association (N4CSGA).

CLUBS AND ORGANIZATIONS

With the Student Government Association open to all students and other clubs and organizations geared more to specific interest groups, extra classroom interests are available for the majority of Stanly Community College students.

Student clubs and organizations are chartered under the umbrella of the Student Government Association and represent a large number of students with diverse interests who are active on campus. These include Phi Beta Lambda, Respiratory Care Club, Nursing Club, BMET Club, EET Club, Data Processing Club, Occupational Therapy Club, Physical Therapist Club, Medical Assisting Club, Cosmetology Club, Criminal Justice Club, Technology Club, and Phi Theta Kappa.

◆ Phi Theta Kappa

Phi Theta Kappa is a 75-year old honor society that was founded to recognize and encourage scholarship among two-year college students. The society awards numerous scholarships and presents opportunities for students to demonstrate excellence in a variety of formats, such as Phi Theta Kappa's Honors Programs, leadership conferences, and annual conventions. In addition, each member will wear the Phi Theta Kappa gold stole and tassel during graduation ceremonies, will have the gold seal on diplomas, and will receive notation of membership applied to the student transcript.

Membership in Phi Theta Kappa is a highly coveted honor that will enrich the student's life while attending Stanly Community College and will remain a prestigious part of his or her professional life as further education and/or career goals are pursued. Students must earn a 3.75 cumulative GPA, must maintain a 3.50 GPA, and must have completed 15 semester hours credit to be invited to join Phi Theta Kappa.

RECREATION

Stanly Community College has recreational equipment and facilities available on campus. The equipment for volleyball may be checked out from the office of the Director of Orientation and Student Support Services in the Student Center. Pool and ping-pong tables are located in the recreation room.

COMMUNICATIONS

An in-house publication, *Information Weekly*, is distributed 44 weeks each year. Information on club meetings, assemblies, committee meetings, etc., is included in each issue.

INCLEMENT WEATHER

During periods of inclement weather, Stanly Community College will close when conditions are hazardous. The decision will be broadcast by area radio and television stations. Students are urged not to call the news media or members of the College staff.

All extracurricular activities will be canceled when it is necessary to cancel classes due to adverse weather.

STUDENT PUBLICATIONS

Students at Stanly Community College may exercise their freedom of expression through faculty/staff-sponsored newspapers, newsletters, and other publications. All publications should be approved by a faculty/staff advisor and the office of Student Development.

TRAFFIC REGULATIONS

Students, employees, and visitors of the College are expected to drive carefully and courteously and to obey all state and campus traffic regulations while on campus. A speed limit of 20 miles per hour is observed by all vehicles while on campus.

PARKING REGULATIONS

Students may use any of the designated parking areas. New parking lots on campus will be developed as needed and as resources are available. A parking permit issued by Student Development is to be placed on the left rear window of each vehicle driven to campus.

Handicapped parking is marked off and should be used by persons with disabilities. Persons using these spaces should have a permanent tag, rear mirror sign, or a temporary permit issued by Student Development.

Students and employees should not park in the visitor parking spaces in front of the Patterson Building. Tickets for parking violations are issued, and fines are payable in the Business Office (\$5 per ticket). Students owing parking fines will not be allowed to register for the following semester.

CHILDREN ON CAMPUS

Children are not allowed to accompany a parent to class or to be left unattended anywhere on campus. The College assumes no liability for injuries incurred by children on campus.

CAMPUS CRIME REPORT

Under the Student Right-to-Know and Campus Security Act of 1990, Stanly Community College must report the crime incidences, if any, each year. The following is a three-year comparison of crime on campus:

	<u>1994–1995</u>	<u>1995–1996</u>	<u>1996–1997</u>
Murder	0	0	0
Rape	0	0	0
Robbery	0	0	0
Aggravated assault	1	0	0
Burglary	0	0	0
Motor vehicle theft	0	0	0

STUDENT GOVERNANCE POLICY

Stanly Community College supports the role of the student by encouraging Student Government Association (SGA) involvement, the placement of students on select College committees, and the placement of the SGA President as a nonvoting member on the Board of Trustees. The jurisdiction of the SGA is to represent the student body as detailed in the SGA Constitution.

Students may be placed on the Curriculum Committee and may also serve on ad hoc committees as appointed by the President or the Dean of Students.

SOFTWARE COPYRIGHT POLICY

Stanly Community College does not condone or permit the use of any illegal copyrighted software on any computer owned by the College.

Students wanting to load software or data files onto College computers must get permission from the appropriate program head. Students must remove the software from the computer after a designated time as specified by the program head. Additionally, students are prohibited from copying commercial software packages from SCC computers. Any student who is found in violation of these policies will be subject to appropriate disciplinary action up to and including withdrawal from the course and/or program. The student could also be reported to the appropriate company for software copyright violations.

TOBACCO USAGE

Tobacco usage inside buildings on SCC campus in any form is prohibited. Smoking is permitted outside on the grounds. Students and visitors are encouraged to use ashtrays and trash cans for proper disposal of smoking materials.

CONTAGIOUS DISEASES AND BLOODBORNE PATHOGENS

Students and employees of the College who may become infected with the AIDS virus or other contagious diseases have the responsibility for reporting this fact to the Dean of Students or the Dean of Instruction. This information will remain confidential and will be shared only with the direct knowledge of the student or employee. The College will make every effort to respond to the health and educational needs of persons who have or may have a communicable disease.

Medical research has established that the AIDS virus is not easily transmitted or contracted, but there are compelling reasons to observe basic precautions in life styles and relationships. Information about this is available through the office of the Director of Orientation and Student Support Services on campus, through Public Health Departments, and from doctors.

DRUG AND ALCOHOL POLICY

In compliance with the Federal Drug Free Workplace and Drug Free Schools and Campuses Regulations, Stanly Community College prohibits the unlawful use, possession, distribution, manufacture, or dispensation of any controlled substance or alcohol while on campus, facilities leased by the College, or at College-supported functions. Anyone violating this policy will be subject to disciplinary action. The policy may be found in the College *Faculty and Staff Handbook* and in the Learning Resources Center.

DRUG AND ALCOHOL ABUSE AWARENESS PREVENTION PROGRAM

There is a Drug and Alcohol Awareness Display Center outside of the Student Development Office on the first floor of the Patterson Building. Students may receive free information from the center. Interested persons who need additional information or counseling are encouraged to speak with a College counselor or call the College and speak with a counselor anonymously. Below are telephone numbers for obtaining additional information about drugs and alcohol abuse:

Piedmont Area Mental Health	983-2117
Stanly Memorial Hospital	983-5111
Charter Pines Hospital	1-800-332-7463
National Institute of Drug Abuse (NIDA)	1-800-638-2045
Cocaine Hotline	1-800-COCAINE

*Special Program
Offerings*

COOPERATIVE EDUCATION

Cooperative education or co-op is a program combining in-class academic study with practical work experience. The student has the opportunity to obtain work experience that is related to his or her chosen program of study at Stanly Community College through a supervised learning plan with a participating employer in business, industry, government, and service agencies.

The main objective of cooperative education is to bridge the gap between theory and practice by allowing the student to apply skills learned in the classroom to practical on-the-job learning situations. This joint venture between the College and participating employers extends the student's educational experiences and provides a complete educational program.

In addition, the co-op student will have the opportunity to gain hands-on experience with state-of-the-art technology, work with people from different educational backgrounds, earn money to help pay for his or her education, and make contacts for permanent employment upon graduation.

Eligibility

To be eligible to participate in the cooperative education program, students must meet the following minimum requirements:

1. Complete one semester of college work
2. Maintain a grade point average of 2.0 or higher
3. Be recommended for co-op participation by the Co-op Faculty Coordinator
4. Have the approval of the Director of Cooperative Education

Any additional requirements for co-op participation are noted in the Programs of Study section of this catalog.

Application Procedure

Interested students must obtain an application from the Office of Cooperative Education and make an appointment with the Director. Upon approval, student resumes will be sent by the Director to prospective co-op employers for consideration for job slots. The employer selects students for the interview process and makes the decision to offer a co-op position to the student of choice.

In some cases students may be permitted to use their current jobs for co-op. Such employment must meet all co-op criteria as determined by the Director.

Academic Credit

A minimum of 10 hours per week on the job (160 hours per semester) is required to qualify for 1 hour of credit. Credit may be applied toward graduation requirements or may be earned as additive or extra credit as indicated in the Programs of Study section of this catalog.

Registration

Students interested in participating in co-op should contact the Office of Cooperative Education for further information. The student must have the Director's permission before registering for co-op credit.

INTERNET COURSES

In a continuing effort to better serve the student, Stanly Community College offers selected courses for delivery over the Internet. The student enrolled in an internet course has access to a "virtual classroom." All materials and instructions needed for the course are available on-line. Students have the opportunity to ask questions of the instructor via e-mail. In turn, the instructor answers student questions and makes assignments through e-mail. On-line "chat" sessions may be arranged for student "discussions."

The "virtual classroom" is designed to simulate the classroom experience for those students who do not wish to attend a traditional class. This offers flexibility to the student in terms of not having to attend a class at a set time each week as well as being able to spend whatever time is necessary on each instructional topic.

The successful student in an on-line learning situation is one who is self-disciplined and self-motivated. The student must also possess good problem-solving skills. A student considering taking classes via the Internet should examine his or her learning styles.

Each student who enrolls in an Internet course must have independent access to the Internet and must have an e-mail account. In addition, the student must have a working knowledge of a word processing application, the operating system, and the Internet.

LEARNING COMMUNITIES

Learning Communities involve block scheduling of courses to assist students in adapting to college life and course materials. The Learning Communities will connect refresher courses with curriculum courses to teach students to become more effective readers and writers.

Students should enroll in all classes in a Learning Community, except for courses that are marked "Optional." Courses with an "L" in the course number are limited to Learning Community students only; other courses in a Learning Community are open to general enrollment. The Coordinator of the Student Success Center serves as advisor for Learning Community students.

TELECOURSES

Each semester Stanly Community College provides a variety of instruction through the use of telecourses. A telecourse is a videotaped course that is broadcast from the Stanly

Community College studio over the local public television station and/or the local public access cable channel. Most telecourses run for 13 weeks and have twenty-six 30-minute television lessons. In addition, the telecourse will have a text, study guide, syllabus, and many of the same assignments contained in a traditional course.

Courses are designed to meet the same objectives as a traditional classroom course using an alternative mode. The student can expect the same workload in a telecourse that a traditional class would have. However, telecourses require very minimal classroom time. Most work is done independently.

Telecourses provide many students with the opportunity to take college credit courses who otherwise would not be able to do so because their schedules do not allow them to attend classes on campus on a regular basis. Telecourses have advantages that make them an attractive alternative. The freedom that comes with taking a telecourse is often the most attractive characteristic. Telecourses allow students to choose the time during which they will learn. Also, telecourses bring people and places into the home classroom that may not be possible in a traditional classroom setting.

Telecourses are designed for those people who are self-motivated, independent learners. Telecourses require the student to watch the televised lessons actively and to complete the work with a minimum of instructor contact. The student should expect the telecourse to be as challenging as a traditional course. The method of delivery is the main difference.

Students in telecourses are encouraged to network with each other to provide support and assistance. Students are also strongly encouraged to contact the instructor whenever questions arise. The instructor acts as a guide in the learning process and is there to facilitate the student's mastering of the material.

For additional information regarding telecourses, contact the Telecourse Administrator. Students should contact their advisors to register for a telecourse.

*Adult Literacy
Programs*

ADULT LITERACY PROGRAMS

The Adult Literacy programs are designed to provide an adult with the functional skills needed to acquire a high school level education. These programs are offered at no charge. Admission to SCC Adult Literacy programs shall be contingent upon meeting the following requirements:

1. Adults 18 years of age or older who have not completed high school or who need to improve their basic skills are eligible to enroll in any of the College's Adult Literacy programs.
2. Individuals who are 16 or 17 years of age may be admitted to Adult Literacy programs if they meet the following guidelines:
 - a. Submit an official withdrawal from the public schools at least six months after withdrawal or a referral by the superintendent of the last public school attended.
 - b. Submit a notarized petition signed by a parent/legal guardian.
 - c. Be in good standing prior to withdrawal from the public schools and not under suspension in the current year.
3. Placement in ABS/GED, ESL, Compensatory Education, or AHS is based on placement tests (CASAS) and/or a certified transcript from a state or regionally accredited secondary school showing courses and years of work completed.
4. Students under the age of 18 who complete requirements for the Adult High School diploma or GED certificate will not be eligible to receive the diploma or certificate until their eighteenth birthday.

COMPENSATORY EDUCATION

Compensatory Education, designed for adults who have documented mental disabilities, works with learning disabled adults in group homes and sheltered workshops. The curriculum follows the *North Carolina Compensatory Education Manual*.

ADULT BASIC SKILLS (ABS)

The ABS program for adults who are functioning on less than an eighth grade level is designed to work with nonreaders or adults working on functional living skills. Primary emphasis is given to reading and math skills.

GENERAL EDUCATIONAL DEVELOPMENT (GED)

The GED is an equivalent to a high school diploma. Students are required to enroll in GED preparation classes prior to taking the tests. The classes review and teach all five subject areas covered by the GED—writing skills, social studies, science, reading, and math skills. A \$7.50 GED testing fee is charged to each student taking the test.

ADULT HIGH SCHOOL (AHS)

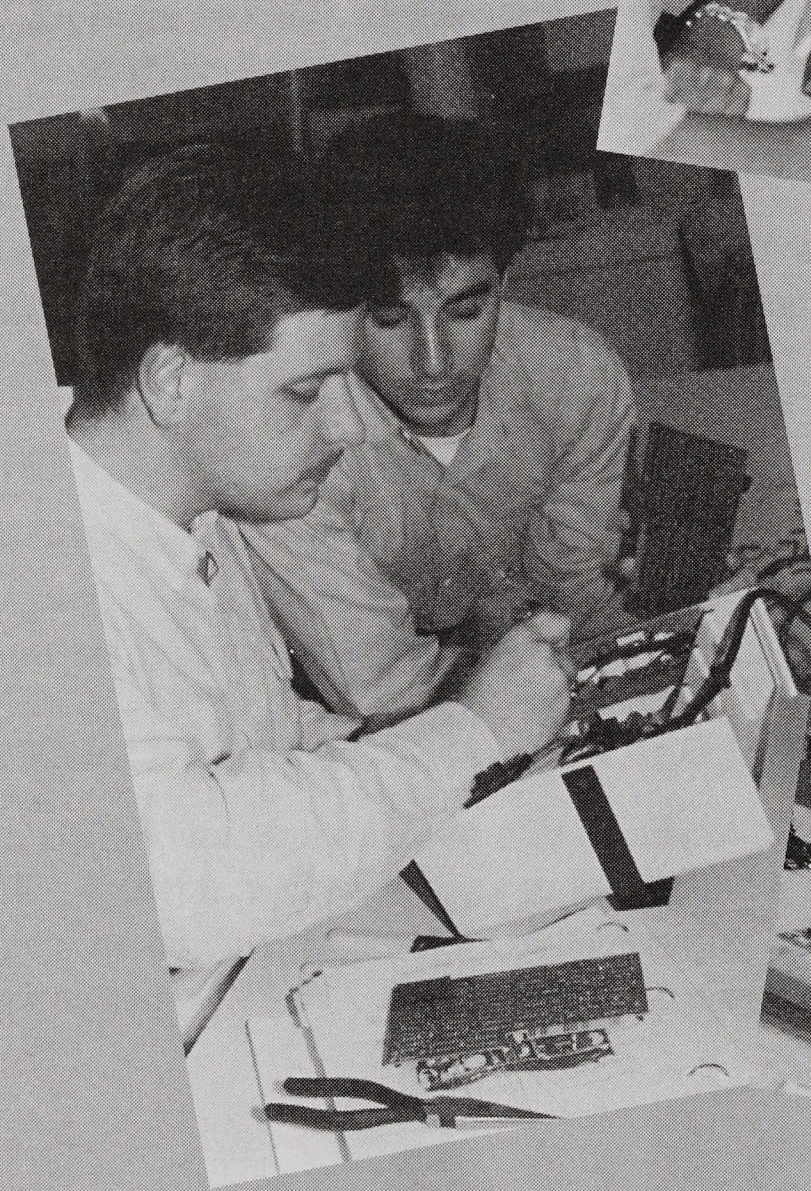
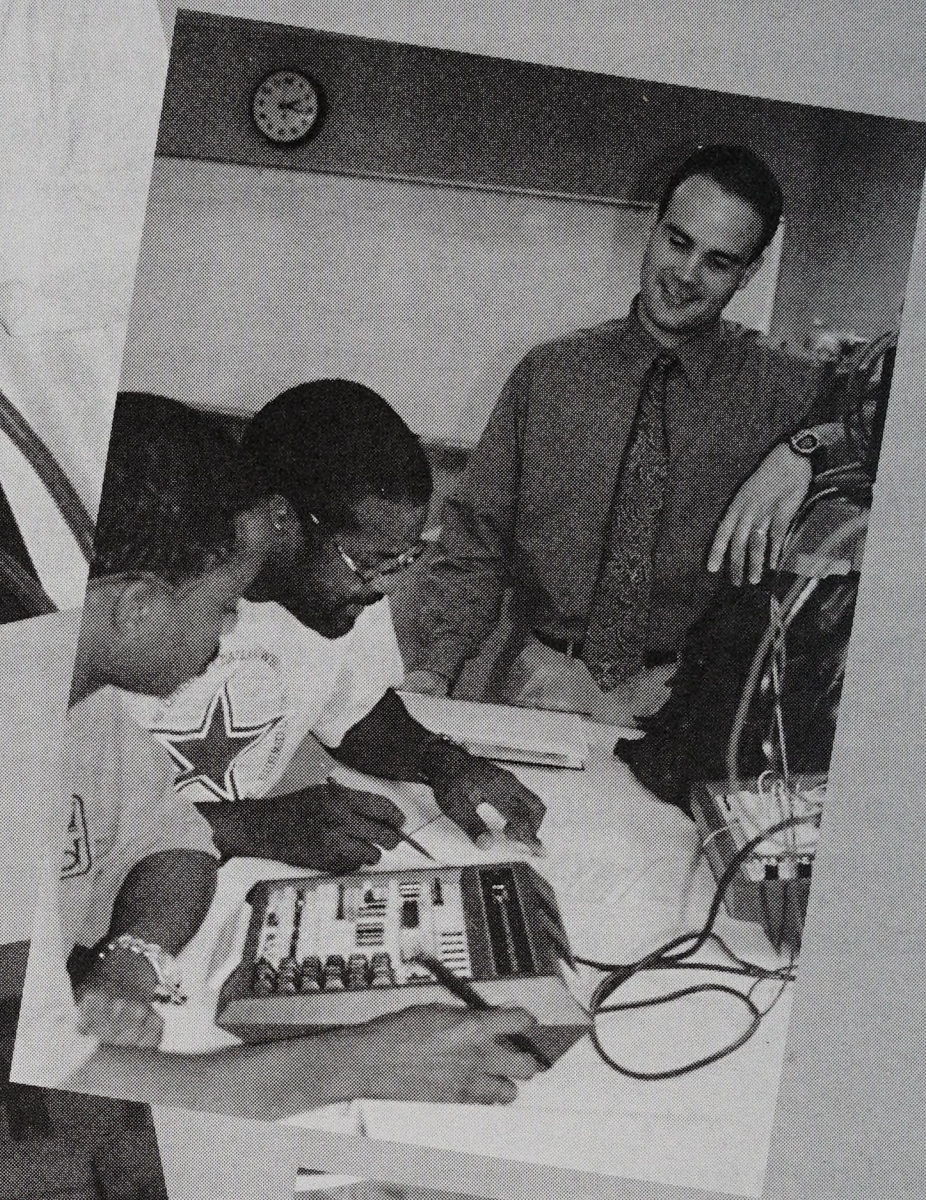
The Adult High School diploma program serves adults who are pursuing their high school diplomas through an agreement of affiliation with the Stanly County School System. The program requires twenty units of credit for those students who are 18 years of age and older. For students between the ages of 16 and 17, the number of units required for graduation is 28 based on SCC's *Agreement of Affiliation* with the Stanly County Board of Education. Students must also pass the North Carolina Competency Test before the diploma is awarded. The program is competency based and is offered at no charge to the student.

ENGLISH AS A SECOND LANGUAGE (ESL)

The ESL program is based on three levels from beginning to advanced. The program is designed for students who do not speak English as their primary language.

HUMAN RESOURCES DEVELOPMENT (HRD)

The Human Resources Development program is designed to place unemployed and underemployed adults in employment or training for employment. The program curriculum is designed to orient and motivate individuals for the work environment. Extensive vocational assessment is designed to determine an individual's interests and capabilities for employment. HRD is legislatively mandated to reduce the public assistance of its graduates. There is a three-, six-, and twelve-month follow-up required for each graduate.



*Corporate and
Professional
Education*

CORPORATE AND PROFESSIONAL EDUCATION

The philosophy of the Division of Corporate and Professional Education is one of affording accessible education to those desiring to enhance their personal, professional, intellectual, and cultural growth. The opportunities for lifelong learning include programs and courses designed to meet the needs and interests of the professional, business, industrial, and civic communities.

A primary emphasis of the division is to assist in accelerating the economic development of the College's service area by providing customized instruction in business, industry, and public agencies. Students enroll in these programs to improve occupational credentials and to upgrade job-related skills.

The division is committed to supporting individuals in achieving their fullest potential in our ever-changing world of knowledge and skills. Courses, program offerings, and services are predicated on the idea of enhancing each individual's quality of life.

CLASS LOCATIONS

Many of these classes are held at the Corporate and Professional Education Center on the Stanly Community College campus; others are conducted or may be organized in surrounding communities or within particular businesses or industries throughout Stanly County.

ADMISSION

Admission to continuing/professional education classes is open to individuals 18 years of age or older. Individuals younger than 18 years old who are high school graduates or whose high school class has graduated may also enroll in continuing/professional education courses. High school juniors and seniors, sixteen years of age and older, may enroll with permission from high school officials. Most courses taught through continuing/professional education require no formal education requirements. Anyone interested in attending any continuing/professional education course may call the College for additional information. Applicants are accepted on a first-come, first-served basis.

FEES

Registration fees vary with the type of course offered. Fees are announced in the course schedule that is published for fall and spring semesters and the summer term. The registration fee may be waived for persons 65 years of age or older (except for a self-supporting class when all participants pay the same fee).

Other costs in continuing/professional education classes may include textbooks, computer lab fees, and/or equipment and tools. In a limited number of self-supporting classes and seminars, special fees may be charged.

REFUND STATEMENT

Refunds for continuing/professional education courses are processed on an individual course basis.

Please contact the Corporate and Professional Education Office for additional information regarding the refund policy.

COURSE REPETITION POLICY

Students who enroll in an occupational extension course more than twice within a five-year period must pay full student cost (\$2.54 x total hours) or a minimum of \$35. This includes senior citizens who enroll more than twice. The provision is waived if course repetition is required by standards governing certification or licensing that are directly job related.

MINIMUM ENROLLMENT REQUIRED

Normally, a course may be offered when a minimum number of persons enroll for the subject. The College reserves the right to cancel any course when an insufficient number of people register.

CONTINUING EDUCATION UNITS

The Southern Association of Colleges and Schools, of which Stanly Community College is an accredited member, has recommended that the Continuing Education Unit (C.E.U.) be used as the basic instrument of measurement for an individual's participation in noncredit classes, courses, and programs. One C.E.U. is defined as ten contact hours of participation in an organized continuing/professional education class. Continuing Education Units are offered for courses that are applicable to professional certification, license renewal, and many professional and occupational courses.

CLASS HOURS

Continuing/professional education classes are normally offered one or two times per week. (The number of weeks will vary depending on the type of class offered.) Class hours vary from one to eight hours per day or evening. Special programs may be scheduled at the convenience of the participants and the College.

OCCUPATIONAL EDUCATION

The division offers vocational, technical, and business courses designed to provide both additional knowledge applicable to the student's present occupation and training for occupations in which skill and knowledge requirements are in transition due to technological advances. These include courses for business and management, fire service training, emergency medical services training, law enforcement training, health occupations,

management and supervisory development, and technical and vocational advancement and upgrading.

NEW AND EXPANDING INDUSTRY TRAINING

The division stimulates the creation of challenging and rewarding jobs for the citizens of our area by developing training resources and integrating those resources into a comprehensive education service for both companies new to Stanly County and existing companies involved in major expansion efforts.

IN-PLANT TRAINING

A variety of training courses taught at the client's plant or office is offered by the division. Instructors may be chosen from either the College faculty or the client's staff. Depending on the nature of the training, instruction may be at the employee's work station or at a separate work station. By offering comprehensive on-site instruction, the division assists employees in gaining the required occupational skills as quickly as possible.

FOCUSED INDUSTRY TRAINING PROGRAM

The Focused Industry Training Program serves manufacturing industry through the provision of funding for programs that are of low enrollment and that, consequently, cannot be served through traditional occupational training programs. The program provides needs assessment for the training of skilled and semiskilled workers, consultation and planning assistance to industries related to training needs, and customized training for individual industries or occupational groups.

SMALL BUSINESS DEVELOPMENT CENTER

Now, and in the future, the opportunity for entrepreneurial endeavors will continue to increase. In response, an increasing number of organizations are being formed to aid these small businesses in innovative ways. The division's Small Business Development Center is part of this network in the North Carolina Community College System. The Center helps the local community by providing one-on-one counseling, monitoring the needs of area small businesses, offering classes and seminars to meet those needs, and working with other agencies that provide assistance.

COMMUNITY SERVICE EDUCATION

The division offers classes and programs reflecting the needs and interests of the people we serve. New avenues for personal development, cultural enrichment, and avocational interests are continually introduced to the community. Examples include conversational foreign languages, computers, public speaking, government, history, sewing, stained glass, creative arts, sign language, quilting, and personal development.

*Learning Resources
Center*

LEARNING RESOURCES CENTER

The Learning Resources Center is located on the first floor of the Snyder Building. It has two main components: the library and media services.

The library collection includes approximately 23,000 volumes and approximately 200 journal and newspaper subscriptions. It provides reference, research, and orientation services to all users—faculty, staff, students, and the public. There are also a number of computer databases, access to the Internet, and an online catalog. This catalog provides access to 35 other community colleges in the state. Interlibrary loan service is available through the library's automated catalog and through the North Carolina Interlibrary Loan Network.

The media services area provides all media-related services to SCC and designated community organizations. The staff records and broadcasts meetings of the County Commissioners and County School Board, provides SCC faculty and staff with audiovisual equipment, gives assistance to students with video projects for class, and broadcasts telecourses and other local programs on Time Warner Cable Channel 12. The media services area includes a state-of-the-art studio and two full-time staff members to provide assistance.

The LRC is open Monday through Thursday from 7:45 a.m. to 9 p.m., Friday from 7:45 a.m. to 5 p.m., and Saturday from 8 a.m. to 1 p.m. A professional librarian is available to assist students with research assignments, locating materials, and using the computerized databases.

Programs of Study

ACCOUNTING

Associate in Applied Science—A25100

The Accounting curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth in the accounting profession. Using the “language of business,” accountants assemble and analyze, process, and communicate essential information about financial operations.

In addition to course work in accounting principles, theories, and practice, students will study business law, finance, management, and economics. Related skills are developed through the study of communications, computer applications, financial analysis, critical thinking skills, and ethics.

Graduates should qualify for entry-level accounting positions in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies. With work experience and additional education, an individual may advance in the accounting profession.

Recommended sequence of courses for Accounting curriculum:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
Fall Semester (first year)					
ACA 111	College Student Success	1	0	0	1
* ACC 120	Principles of Accounting I	3	2	0	4
* BUS 115	Business Law I	3	0	0	3
* CIS 110	Introduction to Computers	2	2	0	3
* ENG 111	Expository Writing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		12	4	0	14
Spring Semester (first year)					
* ACC 121	Principles of Accounting II	3	2	0	4
* ACC 131	Federal Income Taxes	2	2	0	3
* CIS 120	Spreadsheet I	2	2	0	3
ENG 113	Literature-Based Research	3	0	0	3
	or				
ENG 114	Professional Research and Reporting	3	0	0	3
* MAT 140	Survey of Mathematics	3	0	0	3
	or				
MAT 161	College Algebra	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		13	6	0	16
Summer Semester (first year)					
ENG 115	Oral Communication	3	0	0	3
	Social/behavioral science elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		6	0	0	6
Fall Semester (second year)					
ACC 220	Intermediate Accounting I	3	2	0	4
* ACC 225	Cost Accounting	3	0	0	3
COE 112	Co-op Work Experience I or major elective	0	0	20	2
ECO 251	Principles of Microeconomics	3	0	0	3
	CIS elective	<u>2</u>	<u>2-3</u>	<u>0</u>	<u>3</u>
		11	4-5	0-20	15

Spring Semester (second year)

ACC 221	Intermediate Accounting II	3	2	0	4
COE 122	Co-op Work Experience II or major elective	0	0	20	2
	* ACC/BUS elective	2-3	0-2	0	3
	* ACC elective	1	2	0	2
	* BUS elective	2-3	0-2	0	3
	Humanities elective	3	0	0	3
		11-13	4-8	0-20	17

TOTAL CREDIT HOURS IN PROGRAM 68

* Students completing these courses will receive a diploma in Accounting.

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
Accounting Electives					
ACC 140	Payroll Accounting	1	2	0	2
ACC 150	Computerized General Ledger	1	2	0	2
ACC 227	Practices in Accounting	3	0	0	3
ACC 269	Auditing	3	0	0	3
Business Electives					
BUS 116	Business Law II	3	0	0	3
BUS 135	Principles of Supervision	3	0	0	3
BUS 137	Principles of Management	3	0	0	3
BUS 153	Human Resources Management	3	0	0	3
BUS 230	Small Business Management	3	0	0	3
BUS 240	Business Ethics	3	0	0	3
BUS 253	Leadership and Management Skills	3	0	0	3
BUS 255	Organizational Behavior in Business	3	0	0	3
BUS 270	Professional Development	3	0	0	3
BUS 285	Business Management Decisions	2	2	0	3
ECO 252	Principles of Macroeconomics	3	0	0	3
MKT 120	Principles of Marketing	3	0	0	3
CIS Electives					
CIS 130	Survey of Operating Systems	2	3	0	3
CIS 147	Operating Systems—Windows™	2	2	0	3
CIS 152	Database Concepts and Applications	2	2	0	3
CIS 172	Introduction to the Internet	2	3	0	3
CIS 175	Network Management I	2	2	0	3

ASSOCIATE DEGREE NURSING
(Integrated)
Associate in Applied Science—A45100

The Associate Degree Nursing (integrated) curriculum provides individuals with the knowledge and skills necessary to provide nursing care to clients and groups of clients throughout the life span in a variety of settings.

Courses will include content related to the nurse's role as a provider of nursing care, as a manager of care, as a member of the discipline of nursing, and as a member of the interdisciplinary team.

Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN), which is required for practice as a Registered Nurse. Employment opportunities include hospitals, long-term care facilities, clinics, physicians' offices, industry, and community agencies.

ADMISSION REQUIREMENTS

1. Submit to the Admissions Office at Stanly Community College a properly completed Application for Admission.
2. Submit to the SCC Admissions Office an official copy of a high school transcript showing successful completion of all requirements for graduation. A GED certificate indicating a passing score or an adult high school diploma is acceptable in lieu of a regular high school diploma.

An official transcript from each college, university, or other post-secondary institution attended by the applicant must be sent to the SCC Admissions Office.

3. Submit evidence of successful completion of high school or college biology, algebra, and chemistry with a grade of "C" or higher. These prerequisite courses are available through SCC. Applicants wishing to complete the above prerequisite courses at other institutions should receive prior approval from the Director of Admissions at SCC.
4. Successfully complete the Stanly Community College placement test (ACT ASSET) with the following minimum scores: Writing, 45; Reading, 43; Numerical, 43.

Associate Degree Nursing applicants who fail to achieve the required minimum scores on the first attempt of the ACT ASSET may retest once during a two-year period. When retesting, applicants will retest only on those sections of the ACT ASSET that were not successfully completed on the first attempt. Before retesting, an applicant must successfully complete course(s) recommended by the Admissions Office of SCC. A minimum waiting period of three months is required before retesting.

In order to be considered for acceptance to the Associate Degree Nursing program, applicants must complete admission requirements 1, 2, and 4 no later than January 30 of the year of the intended start date.

Following the January 30 deadline, the file of each applicant who successfully completes the ACT ASSET score minimums will be reviewed carefully. Each applicant will be ranked according to his or her demonstrated academic abilities. Those items within the file to be used in ranking the applicant are the ACT ASSET test score and all available academic transcripts (including GED scores, if applicable). Those 30 applicants who demonstrate the highest academic potential will be offered acceptance to the ADN program. Each of the applicants accepted will be scheduled to meet with the Admissions Committee at its request.

Those applicants who successfully complete the ACT ASSET by the January 30 deadline but who are not accepted to the ADN program will be placed on a back up list. Back up list applicants are ranked based upon demonstrated academic abilities as are the 30 students who are accepted. Should one or more of the applicants who have received acceptance to the ADN program forfeit their acceptance, those applicants on the back up list will be contacted in the order in which their names appear on the list and will be offered acceptance. Applicants who are included on the back up list for a given year but who do not receive acceptance for that year are not automatically accepted for the following year. Those applicants must reapply for admission if they wish to be considered for acceptance in a subsequent year. Any applicant who forfeits his or her acceptance will not be guaranteed acceptance in any subsequent year.

Following his or her conditional acceptance letter to the ADN program, the applicant will receive a medical form from the SCC Admissions Office. The medical form must be completed by a physician and submitted to the SCC Admissions Office by the date specified on the applicant's acceptance letter.

After being notified of conditional acceptance, applicants to the ADN program must submit evidence of current certification in CPR. Current CPR certification is required throughout the student's attendance in the ADN program.

ADDITIONAL INFORMATION

Applicants to the ADN program may complete selected courses required in the program before actually being accepted to the program. Completion of such courses prior to acceptance in the ADN program may influence in a positive way an applicant's likelihood of acceptance if the grades in the courses are high. Conversely, if the grades are low, they may negatively influence the applicant's likelihood of acceptance.

It is the responsibility of each ADN applicant to insure that his or her student folder is complete. An applicant may contact the Admissions Office to check on the completeness of his or her folder. An incomplete folder may result in an applicant's not receiving full consideration for acceptance to the ADN program. Nursing credits from other institutions/colleges are nontransferable to the Stanly Community College ADN program.

Applicants to the ADN program are advised to familiarize themselves with all admission requirements for this program of study. If an applicant has any questions regarding these requirements, he or she is encouraged to contact the SCC Admissions Office for clarification.

CRITERIA FOR PROGRESSION

1. For the student to progress in the nursing program, a grade of "C" or higher must be achieved for all nursing and nursing-related courses (courses with prefixes of BIO or MAT). Students earning less than a "C" in a nursing course and/or a related BIO or MAT course will be withdrawn from the nursing program automatically. If a student receives below a "C" (below 78) in the theory component or unsatisfactory in the clinical component of nursing courses involving clinical experience, the theory and clinical grades will not be averaged; and a grade of "F" will be submitted for the overall grade for the course.

The grading scale for all NUR courses is as follows:

- | | |
|---|--|
| A | 93–100 |
| B | 86–92 |
| C | 78–85 |
| F | a score of less than 78 in theory or an unsatisfactory clinical evaluation |

2. In the event that a student's physical or mental health interferes with the student's academic and/or clinical performance, the nursing faculty may require the student to submit written verification of current health from an appropriate health care provider; i.e., physician, nurse practitioner, psychiatrist, or psychologist. Upon review of the professional statement of health submitted by the student, the chairperson of the Allied Health Division and the Dean of Students will determine if the student may continue in the program. The Dean of Students will notify the student in writing of the decision.
3. In the event that a student's behavior is not consistent with sound nursing practices and/or safety essential to nursing, the instructors or the chairperson of the Allied Health Division has the authority to remove the student from the clinical setting immediately. If it is determined by the nursing faculty and the chairperson of Allied Health that the student has demonstrated behavior that is in conflict with sound nursing practices or safety, the student will be withdrawn from the course and the Associate Degree Nursing program. Students so removed will be referred to the Dean of Students for further investigation and/or possible dismissal from the College.

READMISSION TO THE PROGRAM

Students desiring readmission to the ADN program must submit an Application for Admission to the Director of Admissions and satisfy all current admissions requirements for the program. Students will be permitted to reenter the ADN program no more than once.

Students seeking readmission to the SCC Associate Degree Nursing program must apply for readmission at least ninety days prior to the beginning of the semester in which they are seeking readmission. Only those students whose cumulative GPA is 2.50 or higher at the time of withdrawal from the program will be considered for readmission. When applying for readmission, students who previously completed at least one semester in the ADN program must apply to the same semester in which they withdrew.

In order to be accepted for advanced standing readmission, the applicant must successfully complete a competency exam administered by the Nursing Department. This competency exam will test the applicant's knowledge of material covered in all nursing (NUR) classes successfully completed up to the point of withdrawal. Applicants will be given one opportunity to complete the competency exam successfully. In addition to successful completion of the competency exam, there must be space available in the ADN program before acceptance will be granted to an applicant seeking readmission.

In the event that more than one applicant is seeking readmission for the same term, acceptance will be awarded in the order in which the applications for admission were received in the SCC Admissions Office. If after successfully completing the competency exam an applicant is denied readmission due to lack of space in the program, that applicant will have an opportunity to apply for readmission to the same term of the following year. The applicant will again be required to complete a competency exam successfully before being readmitted to the ADN program.

Readmission to the ADN program will be granted only to those students formerly enrolled in the Stanly Community College ADN program. Students withdrawn for disciplinary reasons must wait one year from the date of withdrawal before applying for readmission.

CRITERIA FOR GRADUATION

To be eligible for graduation, a student must:

1. Complete all course requirements in the nursing curriculum, earning a grade of "C" or higher in the nursing courses and an overall 2.00 grade point average.

2. Complete an Application for Graduation prior to November 30 for May graduation.
3. Pay a graduation fee at the time of registration for the last semester.
4. Earn at least one-fourth of the credits required for a degree, diploma, or certificate from Stanly Community College.
5. Fulfill all financial obligations to the College.
6. Be present for graduation exercises. Graduation exercises are held on the dates published in the Academic Calendar. In cases of unavoidable circumstances, exceptions to this requirement may be granted by the Dean of Students. (See Graduation in Absentia.) During graduation exercises candidates must be dressed in proper academic attire as determined by the President of the College.

LICENSURE

1. The nursing faculty must recommend a student as a candidate for the National Council Licensure Examination for Practical Nurses or for Registered Nursing based on academic achievement and professional accountability.
2. The North Carolina Board of Nursing may deny licensure to individuals convicted of a felony or any other crime involving moral turpitude.

Recommended sequence of courses for Associate Degree Nursing curriculum:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Clinical	
Fall Semester (first year)					
ACA 111	College Student Success	1	0	0	1
BIO 165	Anatomy and Physiology I	3	3	0	4
MAT 140	Survey of Mathematics	3	0	0	3
* NUR 110	Nursing I	5	3	6	8
PSY 150	General Psychology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		15	6	6	19

* After satisfactory completion of NUR 110, students are eligible to apply for listing on the State Registry for Nurse Assistant I.

Spring Semester (first year)					
BIO 166	Anatomy and Physiology II	3	3	0	4
ENG 111	Expository Writing	3	0	0	3
**NUR 120	Nursing II	5	3	6	8
PSY 241	Developmental Psychology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		14	6	6	18

**After satisfactory completion of NUR 120, students are eligible to apply for Nurse Assistant II with the State Board of Nursing.

Summer Semester (first year)					
NUR 130	Nursing III	4	3	6	7

Fall Semester (second year)***					
BIO 175	General Microbiology	2	2	0	3
	or				
BIO 271	Pathophysiology	3	0	0	3
ENG 114	Professional Research and Reporting	3	0	0	3
NUR 210	Nursing IV	<u>5</u>	<u>3</u>	<u>12</u>	<u>10</u>
		10-11	3-5	12	16

***After satisfactory completion of this semester, the student is eligible to receive a diploma and apply for the National Licensure Examination—Practical Nurse (NCLEX-PN).

***Entrance point for Licensed Practical Nurses admitted to the second year.

Spring Semester (second year)					
ENG 115	Oral Communication	3	0	0	3
NUR 220	Nursing V	4	3	15	10
	Humanities elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	3	15	16

TOTAL CREDIT HOURS IN PROGRAM76

ASSOCIATE DEGREE NURSING
(For Returning Licensed Practical Nurses)
Associate in Applied Science—A45100

A Licensed Practical Nurse may receive advanced placement in the Associate Degree Nursing program provided space is available. Full-time studies for a returning LPN will commence with fall semester registration and will continue through spring semester of the following year.

ADMISSION REQUIREMENTS

1. Complete requirements 1, 2, 3, and 4 under Admissions Requirements for Associate Degree Nursing.
2. Submit evidence of current North Carolina licensure as a practical nurse.
3. For graduates of practical nursing education programs with a completion date of 1998 or later, the following admission requirements must be satisfied:
 - a. ENG 111—Expository Writing
 - b. MAT 140—Survey of Mathematics (grade of “C” or better required)
 - c. PSY 241—Developmental Psychology

These courses must be completed prior to the beginning of the fall term in which the applicant enrolls as an ADN student at Stanly Community College.

4. Each returning LPN accepted for admission into the ADN program must complete NUR 130 (Nursing III) with a grade of “C” or better during the summer term prior to entry. It is required that returning LPNs successfully complete Nursing Transition Modules prior to the summer term.
5. Returning LPNs will enter in the fall semester.

In order to be considered for acceptance to the second year ADN classes (advanced standing), applicants to the program must submit their applications for admission and successfully complete the ACT ASSET no later than January 30 of the year in which they have applied for admission. In addition, an official copy of the applicant’s practical nursing education transcript showing a cumulative GPA must be received in the SCC Admissions Office no later than March 1 of the year in which the applicant is seeking admission.

Following the March 1 deadline, those applicants who successfully completed the ACT ASSET minimums will be ranked according to the following criteria: ACT ASSET score and LPN GPA. Pending space available, applicants will be accepted to the Advanced Standing ADN classes in the order in which their names appear on the ranking sheet. Any applicant who is accepted to the program will be required to meet with the Admissions Committee at its request. Those applicants not accepted to begin studies during the year in which they applied for admission are not automatically accepted for the following year. In order to be considered for acceptance in a subsequent year, an applicant must submit another Application for Admission.

Following his or her conditional acceptance letter to the ADN program, the applicant will receive a medical form from the Admissions Office at SCC. The medical form must be completed by a licensed physician and submitted to the SCC Admissions Office by the date specified on the applicant’s acceptance letter.

Following his or her conditional acceptance, the applicant must submit evidence of current certification in CPR. Current CPR certification is required throughout the student's attendance in the ADN program.

ADDITIONAL INFORMATION

Applicants to the ADN program may complete selected courses required in the program before actually being accepted to the program. Completion of such course(s) neither improves nor lessens the applicant's chances of being accepted to the ADN program.

It is the responsibility of each ADN applicant to insure that his or her student folder is complete. An applicant may contact the Admissions Office to check on the completeness of his or her folder. An incomplete folder may result in an applicant's not receiving full consideration for acceptance to the ADN program. Nursing credits from other institutions/colleges are nontransferable to the Stanly Community College ADN program.

Applicants to the ADN program are advised to familiarize themselves with all admission requirements for this program of study. If an applicant has any questions regarding these requirements, he or she is encouraged to contact the Admissions Office at SCC for clarification.

Recommended sequence of courses for Associate Degree Nursing (for returning LPNs) curriculum:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Clinical	
Summer Semester					
NUR 130	Nursing III	4	3	6	7
Fall Semester***					
BIO 175	General Microbiology	2	2	0	3
	or				
BIO 271	Pathophysiology	3	0	0	3
ENG 114	Professional Research and Reporting	3	0	0	3
NUR 210	Nursing IV	<u>5</u>	<u>3</u>	<u>12</u>	<u>10</u>
		10-11	3-5	12	16
Spring Semester					
ENG 115	Oral Communication	3	0	0	3
NUR 220	Nursing V	4	3	15	10
	Humanities elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	3	15	16

***Entrance point for Licensed Practical Nurses admitted to the second year.

ASSOCIATE IN ARTS**Associate in Arts—A10100****TRANSFER INFORMATION AND STUDENTS' RESPONSIBILITY**

The College faculty and counseling staff will work closely with students to plan their transfer programs. The courses in the program are designed to transfer to most private colleges and all colleges in the University of North Carolina System (senior institutions). Some SCC courses may not meet general education core requirements. These courses, which are marked in the course list with an asterisk, *may* transfer as electives only. Therefore, students should work closely with their advisors when registering for courses and planning their futures.

If a student has an Associate in Arts (A.A.) degree and at least a 2.0 grade point average, he or she will be considered for transfer by the senior institution. If the student meets minimum admission requirements for the UNC System, he or she *may* transfer before completing the A.A. degree; however, completing the A.A. degree with at least a 2.0 grade point average will increase transferability to the student's college of choice.

Students should follow these guidelines to help them plan during their time at SCC:

1. Consult with the assigned faculty advisor about long-range educational goals and identify senior institutions to target for transfer.
2. Discuss other factors that are important in choosing a senior institution, such as costs, distance from home, institution size, entrance requirements, extracurricular programs, etc.
3. Write and/or visit chosen senior institutions and meet with admissions and financial aid officers and faculty/advisors about goals and course work at SCC.
4. Notify the SCC Director of Career and Transfer Counseling of goals and plans. This counselor will assist in coordinating the transfer.
5. Continue to consult with the assigned faculty advisor each semester to review progress and to make any adjustments to help achieve transfer goals.
6. Apply to more than one senior institution at the earliest possible date during the second year at Stanly Community College. Application deadline dates vary from one institution to another. See the Director of Career Transfer Counseling or the assigned faculty advisor for help with this process.
7. Check by telephone or letter to insure that the completed applications have been received and are under consideration.

Schedules must be individualized according to the senior institution's graduation requirements. *Students should see their academic advisors for a suggested sequence of courses.* Students must meet the senior institution's foreign language and/or health and physical education requirements prior to or after transferring.

Course requirements for Associate of Arts degree:

Electives selected will be determined by the student's choice of transfer college or institution. The student should see his or her advisor for assistance.

		Hours Per Week			
Course Title		Class	Lab	Work Exp.	Credit Hours
Fall Semester (first year)					
ACA 111	College Student Success	1	0	0	1
ENG 111	Expository Writing	3	0	0	3
HIS 121	Western Civilization I	3	0	0	3
	or				
HIS 131	American History I	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
	or				
MAT 161	College Algebra	3	0	0	3
	Humanities elective (other than literature)	3	0	0	3
	Social/behavioral science elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		16	0	0	16
Spring Semester (first year)					
ENG 113	Literature-Based Research	3	0	0	3
HIS 122	Western Civilization II	3	0	0	3
	or				
HIS 132	American History II	3	0	0	3
	Mathematics elective	3	0	0	3
	Humanities elective (other than literature)	3	0	0	3
	Social/behavioral science elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		15	0	0	15
Fall Semester (second year)					
BIO 111	General Biology I	3	3	0	4
	Humanities elective (literature)	3	0	0	3
	Elective	3	0	0	3
	Elective	3	0	0	3
	Elective	3	0	0	3
	Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		18	3	0	19
Spring Semester (second year)					
BIO 112	General Biology II	3	3	0	4
	Humanities elective (literature)	3	0	0	3
	Elective	3	0	0	3
	Elective	3	0	0	3
	Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		15	3	0	16

TOTAL CREDIT HOURS IN PROGRAM65

The following courses may be counted no more than once for a core requirement:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
ENGLISH COMPOSITION (6 semester hours)					
ENG 111	Expository Writing	3	0	0	3
ENG 113	Literature-Based Research	3	0	0	3

HUMANITIES/FINE ARTS (12 semester hours)

Select four courses from at least three of the following disciplines: music, art, drama, foreign language, literature, philosophy, and religion. At least one course must be a literature course.

Humanities

ART 111	Art Appreciation	3	0	0	3
DRA 111	Theatre Appreciation	3	0	0	3
* ENG 125	Creative Writing I	3	0	0	3
* ENG 132	Introduction to Drama	3	0	0	3
* ENG 134	Introduction to Poetry	3	0	0	3
ENG 231	American Literature I	3	0	0	3
ENG 232	American Literature II	3	0	0	3
ENG 241	British Literature I	3	0	0	3
ENG 242	British Literature II	3	0	0	3
ENG 251	Western World Literature I	3	0	0	3
ENG 252	Western World Literature II	3	0	0	3
* ENG 253	The Bible as Literature	3	0	0	3
* ENG 272	Southern Literature	3	0	0	3
FRE 111	Elementary French I	3	0	0	3
FRE 112	Elementary French II	3	0	0	3
* HUM 160	Introduction to Film	3	0	0	3
MUS 110	Music Appreciation	3	0	0	3
PHI 210	History of Philosophy	3	0	0	3
* PHI 215	Philosophical Issues	3	0	0	3
* PHI 240	Introduction to Ethics	3	0	0	3
REL 110	World Religions	3	0	0	3
* REL 211	Introduction to Old Testament	3	0	0	3
* REL 212	Introduction to New Testament	3	0	0	3
* REL 221	Religion in America	3	0	0	3
SPA 111	Elementary Spanish I	3	0	0	3
SPA 112	Elementary Spanish II	3	0	0	3

Fine Arts

ART 111	Art Appreciation	3	0	0	3
DRA 111	Theatre Appreciation	3	0	0	3
* HUM 160	Introduction to Film	3	0	0	3
MUS 110	Music Appreciation	3	0	0	3

SOCIAL/BEHAVIORAL SCIENCES (12 semester hours)

Select four courses from at least three of the following disciplines: economics, geography, history, political science, psychology, and sociology. At least one course must be a history course.

ANT 220	Cultural Anthropology	3	0	0	3
ANT 221	Comparative Cultures	3	0	0	3
ECO 251	Principles of Microeconomics	3	0	0	3
ECO 252	Principles of Macroeconomics	3	0	0	3
GEO 112	Cultural Geography	3	0	0	3
HIS 121	Western Civilization I	3	0	0	3
HIS 122	Western Civilization II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3

HIS 236	North Carolina History	3	0	0	3
POL 120	American Government	3	0	0	3
POL 210	Comparative Government	3	0	0	3
POL 220	International Relations	3	0	0	3
PSY 150	General Psychology	3	0	0	3
* PSY 239	Psychology of Personality	3	0	0	3
* PSY 241	Developmental Psychology	3	0	0	3
* PSY 281	Abnormal Psychology	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
* SOC 213	Sociology of the Family	3	0	0	3
* SOC 220	Social Problems	3	0	0	3
* SOC 225	Social Diversity	3	0	0	3

NATURAL SCIENCE/MATHEMATICS (14 semester hours)

Natural Science (8 semester hours):

BIO 111	General Biology I	3	3	0	4
BIO 112	General Biology II	3	3	0	4

Mathematics (6 semester hours):

Select two courses from the following:

* MAT 140	Survey of Mathematics	3	0	0	3
MAT 151	Statistics I	3	0	0	3
MAT 161	College Algebra	3	0	0	3
* MAT 162	College Trigonometry	3	0	0	3
* MAT 175	Precalculus	4	0	0	4
MAT 263	Brief Calculus	3	0	0	3

ELECTIVE COURSES (20–21 semester hours)

Fine Arts

ART 111	Art Appreciation	3	0	0	3
DRA 111	Theatre Appreciation	3	0	0	3
* HUM 160	Introduction to Film	3	0	0	3
MUS 110	Music Appreciation	3	0	0	3

Health and Physical Education

HEA 110	Personal Health/Wellness	3	0	0	3
PED 113	Aerobics I	0	3	0	1
PED 117	Weight Training I	0	3	0	1
PED 120	Walking for Fitness	0	3	0	1
PED 147	Soccer	0	2	0	1

Humanities

ART 111	Art Appreciation	3	0	0	3
DRA 111	Theatre Appreciation	3	0	0	3
* ENG 125	Creative Writing I	3	0	0	3
* ENG 132	Introduction to Drama	3	0	0	3
* ENG 134	Introduction to Poetry	3	0	0	3
ENG 231	American Literature I	3	0	0	3
ENG 232	American Literature II	3	0	0	3
ENG 241	British Literature I	3	0	0	3
ENG 242	British Literature II	3	0	0	3
ENG 251	Western World Literature I	3	0	0	3
ENG 252	Western World Literature II	3	0	0	3
* ENG 253	The Bible as Literature	3	0	0	3
* ENG 272	Southern Literature	3	0	0	3
FRE 111	Elementary French I	3	0	0	3
FRE 112	Elementary French II	3	0	0	3
* HUM 160	Introduction to Film	3	0	0	3
* JOU 110	Introduction to Journalism	3	0	0	3

MUS 110	Music Appreciation	3	0	0	3
PHI 210	History of Philosophy	3	0	0	3
* PHI 215	Philosophical Issues	3	0	0	3
* PHI 240	Introduction to Ethics	3	0	0	3
REL 110	World Religions	3	0	0	3
* REL 112	Western Religions	3	0	0	3
REL 211	Introduction to Old Testament	3	0	0	3
* REL 212	Introduction to New Testament	3	0	0	3
* REL 221	Religion in America	3	0	0	3
SPA 111	Elementary Spanish I	3	0	0	3
SPA 112	Elementary Spanish II	3	0	0	3
Mathematics					
* MAT 140	Survey of Mathematics	3	0	0	3
MAT 151	Statistics I	3	0	0	3
MAT 161	College Algebra	3	0	0	3
* MAT 162	College Trigonometry	3	0	0	3
* MAT 175	Precalculus	4	0	0	4
MAT 263	Brief Calculus	3	0	0	3
* PHI 230	Introduction to Logic	3	0	0	3
Natural Science					
BIO 111	General Biology I	3	3	0	4
BIO 112	General Biology II	3	3	0	4
* BIO 165	Anatomy and Physiology I	3	3	0	4
* BIO 166	Anatomy and Physiology II	3	3	0	4
CHM 151	General Chemistry I	3	3	0	4
CHM 152	General Chemistry II	3	3	0	4
PHY 151	College Physics I	3	2	0	4
PHY 152	College Physics II	3	2	0	4
Social/Behavioral Sciences					
ANT 220	Cultural Anthropology	3	0	0	3
ANT 221	Comparative Cultures	3	0	0	3
ECO 251	Principles of Microeconomics	3	0	0	3
ECO 252	Principles of Macroeconomics	3	0	0	3
GEO 112	Cultural Geography	3	0	0	3
HIS 121	Western Civilization I	3	0	0	3
HIS 122	Western Civilization II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3
HIS 236	North Carolina History	3	0	0	3
POL 120	American Government	3	0	0	3
POL 210	Comparative Government	3	0	0	3
POL 220	International Relations	3	0	0	3
PSY 150	General Psychology	3	0	0	3
* PSY 239	Psychology of Personality	3	0	0	3
* PSY 241	Developmental Psychology	3	0	0	3
* PSY 263	Educational Psychology	3	0	0	3
* PSY 281	Abnormal Psychology	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
* SOC 213	Sociology of the Family	3	0	0	3
* SOC 220	Social Problems	3	0	0	3
* SOC 225	Social Diversity	3	0	0	3
Other Required Courses:					
ACA 111	College Student Success	1	0	0	1

* These courses may transfer as electives only. Therefore, students should work closely with their advisors when registering for courses and planning their futures.

AUTOBODY REPAIR

Diploma—D60100

The Autobody Repair curriculum provides training in the use of equipment and materials of the autobody repair trade. The student studies the construction of the automobile body and techniques of autobody repairing, rebuilding, and refinishing.

The course work includes autobody fundamentals, industry overview, and safety. Students will perform hands-on repairs in the areas of nonstructural and structural repairs, MIG welding, plastics and adhesives, refinishing, and other related areas.

Graduates of the curriculum should qualify for entry-level employment opportunities in the automotive body and refinishing industry. Graduates may find employment with franchised independent garages, or they may become self-employed.

Recommended sequence of courses for Autobody Repair curriculum:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
Fall Semester					
AUB 111	Painting and Refinishing I	2	6	0	4
AUB 121	Nonstructural Damage I	1	4	0	3
AUB 131	Structural Damage I	2	4	0	4
CIS 110	Introduction to Computers	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		7	16	0	14
Spring Semester					
AUB 112	Painting and Refinishing II	2	6	0	4
AUB 122	Nonstructural Damage II	2	6	0	4
AUB 134	Autobody MIG Welding	1	4	0	3
ENG 101	Applied Communications I	3	0	0	3
MAT 101	Applied Mathematics I	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		10	18	0	17
Summer Semester					
AUB 114	Special Finishes	1	2	0	2
AUB 132	Structural Damage II	2	6	0	4
AUB 136	Plastics and Adhesives	<u>1</u>	<u>4</u>	<u>0</u>	<u>3</u>
		4	12	0	9

TOTAL CREDIT HOURS IN PROGRAM40

BASIC LAW ENFORCEMENT TRAINING
Certificate—C55120

Basic Law Enforcement Training (BLET) is designed to give students essential skills required for entry-level employment as law enforcement officers with state, county, or municipal governments or with private enterprise.

This program utilizes state commission mandated topics and methods of instruction. General subjects include but are not limited to criminal, juvenile, civil, traffic, and alcoholic beverage laws; investigative, patrol, custody, and court procedures; emergency responses; and ethics and community relations.

Successful graduates receive a curriculum certificate and are qualified to take certification examinations mandated by the North Carolina Criminal Justice Education and Training Standards Commission and/or the North Carolina Sheriffs Education and Training Standards Commission.

Course requirement for BLET certificate:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
First Semester					
CJC 100	Basic Law Enforcement Training	9	27	0	18
TOTAL CREDIT HOURS IN PROGRAM					18

BIOMEDICAL EQUIPMENT TECHNOLOGY
Associate in Applied Science—A50100

The Biomedical Equipment Technology curriculum prepares individuals to install, operate, troubleshoot, and repair sophisticated devices and instrumentation used in the health care delivery system. Emphasis is placed on preventive and safety inspections to ensure biomedical equipment meets local and national safety standards.

Course work provides a strong foundation in mathematics, physics, electronics, chemistry, anatomy, physiology, and troubleshooting techniques. People skills are very important, as well as the ability to communicate both in written and oral form. A biomedical equipment technician is a problem solver.

Graduates should qualify for employment opportunities in hospitals, clinics, clinical laboratories, shared service organizations, and manufacturers' field service. With an A.A.S. degree and two years of experience, an individual should be able to become a certified Biomedical Equipment Technician.

Recommended sequence of courses for Biomedical Equipment Technology curriculum:

Course Title		Hours Per Week		Work Exp.	Credit Hours
		Class	Lab		
Fall Semester (first year)					
ACA 111	College Student Success	1	0	0	1
BIO 161	Introduction to Human Biology	3	0	0	3
BMT 111	Introduction to Biomed Field	1	0	0	1
ELC 112	DC/AC Electricity	3	6	0	5
ENG 111	Expository Writing	3	0	0	3
	Humanities elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		14	6	0	16
Spring Semester (first year)					
BMT 113	Medical Electronics	3	6	0	5
ELN 133	Digital Electronics	3	3	0	4
ENG 114	Professional Research and Reporting	3	0	0	3
MAT 161	College Algebra	3	0	0	3
PHY 110	Conceptual Physics	3	0	0	3
PHY 110A	Conceptual Physics Lab	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>
		15	11	0	19
Summer Semester (first year)					
BMT 211	Biomedical Measurements	2	2	0	3
ELN 132	Linear IC Applications	3	3	0	4
PSY 118	Interpersonal Psychology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		8	5	0	10
Fall Semester (second year)					
BMT 112	Hospital Safety Standards	2	2	0	3
BMT 212	BMET Instrumentation I	3	6	0	5
BMT 222	Imaging Techniques	3	0	0	3
BMT 222A	Imaging Techniques Lab	0	6	0	2
ELN 232	Introduction to Microprocessors	<u>3</u>	<u>3</u>	<u>0</u>	<u>4</u>
		11	17	0	17

Spring Semester (second year)

BMT 213	BMET Instrumentation II	2	3	0	3
BMT 224	Biomed Laser/Fiber Optics	3	3	0	4
COE 112	Co-op Work Experience I	0	0	20	2
ELN 275	Troubleshooting	1	2	0	2
ENG 115	Oral Communication	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		9	8	20	14

TOTAL CREDIT HOURS IN PROGRAM 76

BUSINESS ADMINISTRATION
Associate in Applied Science—A25120

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy.

Course work includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision making.

Through these skills, students will have a sound business education base for lifelong learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and large to small business or industry.

Recommended sequence of courses for Business Administration curriculum:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
Fall Semester (first year)					
ACA 111	College Student Success	1	0	0	1
* ACC 120	Principles of Accounting I	3	2	0	4
* BUS 115	Business Law I	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
* ENG 111	Expository Writing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		12	4	0	14
Spring Semester (first year)					
ACC 121	Principles of Accounting II	3	2	0	4
* ACC 131	Federal Income Taxes	2	2	0	3
* CIS 120	Spreadsheet I	2	2	0	3
ENG 113	Literature-Based Research	3	0	0	3
	or				
ENG 114	Professional Research and Reporting	3	0	0	3
* MAT 140	Survey of Mathematics	3	0	0	3
	or				
MAT 161	College Algebra	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		13	6	0	16
Summer Semester (first year)					
ENG 115	Oral Communication	3	0	0	3
	Humanities elective	3	0	0	3
	Social/behavioral science elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		9	0	0	9
Fall Semester (second year)					
* BUS 137	Principles of Management	3	0	0	3
BUS 240	Business Ethics	3	0	0	3
* ECO 251	Principles of Microeconomics	3	0	0	3
* MKT 120	Principles of Marketing	3	0	0	3
* COE 112	Co-op Work Experience I	0	0	20	2
	or				
	Elective from list	<u>1-3</u>	<u>0-3</u>	<u>0</u>	<u>2-3</u>
		12-15	0-3	0-20	14-15

Spring Semester (second year)

* BUS 153	Human Resource Management	3	0	0	3
	CIS elective	3	0	0	3
	Business elective	3	0	0	3
**	Electives from list				<u>6</u>
					15

TOTAL CREDIT HOURS IN PROGRAM 68-69

*Students completing these courses will receive a diploma in Business Administration.

**Students will select 6 credit hours from the following list of courses:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
BUS 110	Introduction to Business	3	0	0	3
BUS 135	Principles of Supervision	3	0	0	3
BUS 147	Business Insurance	3	0	0	3
BUS 148	Survey of Real Estate	3	0	0	3
BUS 210	Investment Analysis	3	0	0	3
BUS 217	Employment Law and Regulations	3	0	0	3
BUS 220	Purchasing	3	0	0	3
BUS 225	Business Finance	2	2	0	3
BUS 230	Small Business Management	3	0	0	3
BUS 235	Performance Management	3	0	0	3
BUS 238	Integrated Management	3	0	0	3
BUS 239	Business Applications Seminar	1	2	0	2
BUS 253	Leadership and Management Skills	3	0	0	3
BUS 255	Organizational Behavior in Business	3	0	0	3
BUS 270	Professional Development	3	0	0	3
BUS 285	Business Management Decisions	2	2	0	3
CIS 130	Survey of Operating Systems	2	3	0	3
CIS 147	Operating Systems—Windows™	2	2	0	3
CIS 152	Database Concepts and Applications	2	2	0	3
CIS 172	Introduction to the Internet	2	3	0	3
CIS 174	Network System Manager I	2	2	0	3
COE 122	Co-op Work Experience II	0	0	20	2
CSV 220	Consumer Credit	3	0	0	3
MKT 121	Retailing	3	0	0	3
MKT 123	Fundamentals of Selling	3	0	0	3
MKT 125	Buying and Merchandising	3	0	0	3
MKT 220	Advertising and Sales Promotion	3	0	0	3
MKT 222	Credit Procedures	3	0	0	3
MKT 228	Service Marketing	3	0	0	3
MKT 230	Public Relations	3	0	0	3

COMPUTER ENGINEERING TECHNOLOGY

Associate in Applied Science—A40160

The Computer Engineering Technology curriculum provides the skills required to install, service, and maintain computers, peripherals, networks, and microprocessor and computer controlled equipment. It includes training in both hardware and software, emphasizing operating systems concepts to provide a unified view of computer systems.

Course work includes mathematics, physics, electronics, digital circuits, and programming, with emphasis on the operation, use, and interfacing of memory and devices to the CPU. Additional topics may include communications, networks, operating systems, programming languages, Internet configuration and design, and industrial applications.

Graduates should qualify for employment opportunities in electronics technology, computer service, computer networks, server maintenance, programming, and other areas requiring a knowledge of electronic and computer systems. Graduates may also qualify for certification in electronics, computers, or networks.

Recommended sequence of courses for Computer Engineering Technology curriculum:

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
Fall Semester (first year)					
ACA 111	College Student Success	1	0	0	1
CIS 110	Introduction to Computers	2	2	0	3
DFT 151	CAD I	2	3	0	3
ENG 111	Expository Writing	3	0	0	3
	Humanities elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		11	5	0	13
Spring Semester (first year)					
CIS 130	Survey of Operating Systems	2	3	0	3
ELC 131	DC/AC Circuit Analysis	4	3	0	5
ENG 114	Professional Research and Reporting	3	0	0	3
MAT 161	College Algebra	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		12	6	0	14
Summer Semester (first year)					
ELN 131	Electronic Devices	3	3	0	4
ELN 133	Digital Electronics	3	3	0	4
ENG 115	Oral Communication	3	0	0	3
MAT 162	College Trigonometry	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		12	6	0	14
Fall Semester (second year)					
CET 111	Computer Upgrade/Repair I	2	3	0	3
CIS 175	Network Management I	2	2	0	3
	* Eelective(s) from list				3
ELN 232	Introduction to Microprocessors	3	3	0	4
PHY 131	Physics—Mechanics	3	2	0	<u>4</u>
					17

Spring Semester (second year)

	*Elective(s) from list				2
CSC 134	C++ Programming	2	3	0	3
ELN 245	Computer Peripherals	3	6	0	5
	Social/behavioral science elective	3	0	0	<u>3</u>
					13

TOTAL CREDIT HOURS IN PROGRAM 71

* Students will select 5 credit hours from the following list of courses:

		Hours Per Week			Credit Hours
	Course Title	Class	Lab	Work Exp.	
ATR 213	Programmable Controllers	3	3	0	4
ATR 215	Sensors and Transducers	2	3	0	3
COE 111	Co-op Work Experience I	0	0	10	1
COE 121	Co-op Work Experience II	0	0	10	1
CSC 234	Advanced C++	2	3	0	3
NET 110	Data Communications/Networking	2	2	0	3

COSMETOLOGY

Associate in Applied Science—A55140

The Cosmetology curriculum is designed to provide competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the cosmetology industry. The curriculum provides a simulated salon environment that enables students to develop manipulative skills.

Course work includes instruction in all phases of professional imaging, hair design, chemical processes, skin care, nail care, multicultural practices, business/computer principles, product knowledge, and other selected topics.

Graduates should qualify to sit for the State Board of Cosmetic Arts examination. Upon successfully passing the State Board exam, graduates will be issued a license. Employment is available in beauty salons and related businesses.

Recommended sequence of courses for Cosmetology curriculum:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Clinical/ Work Exp.	
Fall Semester (first year)					
ACA 111	College Student Success	1	0	0	1
* COS 111	Cosmetology Concepts I	4	0	0	4
* COS 112	Salon I	0	24	0	8
COS 150	Computerized Salon Operations	1	0	0	1
ENG 111	Expository Writing	3	0	0	3
* ENG 115	Oral Communication	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		12	24	0	20
Spring Semester (first year)					
* COS 113	Cosmetology Concepts II	4	0	0	4
* COS 114	Salon II	0	24	0	8
* MAT 101	Applied Mathematics I	2	2	0	3
	or				
MAT 115	Mathematical Models	2	2	0	3
	**COE/BUS elective	<u>0-3</u>	<u>0</u>	<u>0-30</u>	<u>3</u>
		6-9	26	0-30	18
Summer Semester (first year)					
* COS 115	Cosmetology Concepts III	4	0	0	4
* COS 116	Salon III	4	0	12	4
COS 140	Contemporary Design	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		9	3	12	10
Fall Semester (second year)					
* COS 117	Cosmetology Concepts IV	2	0	0	2
* COS 118	Salon IV	0	21	0	7
COS 123	Contemporary Hair Coloring	1	3	0	2
ENG 114	Professional Research and Reporting	3	0	0	3
	Humanities elective	3	0	0	3
	Social/behavioral science elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		12	24	0	20

Spring Semester (second year)

BIO 163	Basic Anatomy and Physiology	4	2	0	5
	** COE/BUS elective	<u>0-3</u>	<u>0</u>	<u>0-30</u>	<u>3</u>
		4-7	2	0-30	8

TOTAL CREDIT HOURS IN PROGRAM 76

* Students successfully completing these courses and 1,500 cosmetology contact hours will receive a diploma in Cosmetology.

** Students will select 6 credit hours from the following list of courses:

BUS 230	Small Business Management	3	0	0	3
COE 113	Co-op Work Experience I	0	0	30	3
COE 123	Co-op Work Experience II	0	0	30	3

After a student has completed COS 111 through COS 118, ENG courses, MAT courses, and a minimum of 1,500 cosmetology contact hours, the SCC Cosmetology Program Head will make application for the student to take the state board examination. After successful passing the comprehensive examination administered by the North Carolina State Board of Cosmetic Arts and paying the required fee, a license is given.

BEGINNER'S DEPARTMENT

Students shall spend 300 hours in this department before entering the advanced department and shall not work on members of the public during this 300 hours. The hours earned in this department shall be devoted to Cosmetology Study and Mannequin Practice (first semester).

ADVANCED DEPARTMENT

The hours earned in the Advanced Department shall be devoted to the studies and live model performance completions. Work in this department may be done on the public. Students with fewer than 300 hours shall not work in this department.

ADDITIONAL GRADUATION REQUIREMENTS

In addition to the requirements noted in the College catalog, Cosmetology students must meet the following criteria for the program:

- Diploma: COS 111 through COS 118, ENG courses, MAT courses, and a minimum of 1,500 cosmetology contact hours.
- AAS: 74 semester credit hours and a minimum of 1,500 cosmetology contact hours.

The Stanly Community College Cosmetology Department will not certify any student to the State Board of Cosmetic Arts unless all graduation requirements are successfully completed.

TRANSFER STUDENTS

The College reserves the right to test the student in any subjects missed in the Cosmetology curriculum due to transfer from another cosmetology curriculum. Tests to determine proficiency may be written, oral, laboratory, or any combination of these. Credits earned in this evaluation may qualify the student for advanced standing.

Returning students may be requested to demonstrate proficiencies as determined by the program head.

COSMETOLOGY INSTRUCTOR
Certificate—C55160

The Cosmetology Instructor curriculum provides a course of study for learning the skills needed to teach the theory and practice of cosmetology as required by the North Carolina Board of Cosmetic Arts.

Course work includes requirements for becoming an instructor, introduction to teaching theory, methods and aids, practice teaching, and development of evaluation instruments.

Graduates of the program may be employed as cosmetology instructors in public or private education and business.

Recommended sequence of courses for Cosmetology Instructor curriculum:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Clinical	
First Semester					
COS 271	Instructor Concepts I	5	0	0	5
COS 272	Instructor Practicum I	<u>0</u>	<u>21</u>	<u>0</u>	<u>7</u>
		5	21	0	12
Second Semester					
COS 273	Instructor Concepts II	5	0	0	5
COS 274	Instructor Practicum II	<u>0</u>	<u>21</u>	<u>0</u>	<u>7</u>
		5	21	0	12

TOTAL CREDIT HOURS IN PROGRAM24

CRIMINAL JUSTICE TECHNOLOGY

Associate in Applied Science—A55180

(Also offered at UTEC campus, Monroe, North Carolina)

The Criminal Justice Technology curriculum is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement, judicial processes, corrections, and security services. The criminal justice system’s role within society will be explored.

Emphasis is on criminal justice systems, criminology, juvenile justice, criminal and constitutional law, investigative principles, ethics, and community relations. Additional study may include issues and concepts of government, counseling, communications, computers, and technology.

Employment opportunities exist in a variety of local, state, and federal law enforcement, corrections, and security fields. Examples include police officer, deputy sheriff, county detention officer, state trooper, intensive probation/parole surveillance officer, correctional officer, and loss prevention specialist.

Recommended sequence of courses for Criminal Justice Technology curriculum:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
Fall Semester (first year)					
ACA 111	College Student Success	1	0	0	1
* CJC 111	Introduction to Criminal Justice	3	0	0	3
CJC 113	Juvenile Justice	3	0	0	3
* CJC 131	Criminal Law	3	0	0	3
ENG 111	Expository Writing	3	0	0	3
PSY 150	General Psychology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		16	0	0	16
Spring Semester (first year)					
CIS 110	Introduction to Computers	2	2	0	3
CJC 112	Criminology	3	0	0	3
CJC 141	Corrections	3	0	0	3
ENG 113	Literature-Based Research	3	0	0	3
	or				
ENG 114	Professional Research and Reporting	3	0	0	3
MAT 115	Mathematical Models	2	2	0	3
	or				
MAT 140	Survey of Mathematics	3	0	0	3
	or				
MAT 161	College Algebra	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		13-14	2-4	0	15
Summer Semester (first year)					
CJC 132	Court Procedure and Evidence	3	0	0	3
CJC 222	Criminalistics	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		6	0	0	6
Fall Semester (second year)					
CJC 212	Ethics and Community Relations	3	0	0	3
CJC 215	Organization and Administration	3	0	0	3
CJC 231	Constitutional Law	3	0	0	3
ENG 115	Oral Communication	3	0	0	3
	Social/behavioral science elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		15	0	0	15

Spring Semester (second year)

CJC 121	Law Enforcement Operations	3	0	0	3
	or				
COE 111	Co-op Work Experience I	0	0	10	1
	and				
COE 121	Co-op Work Experience II	0	0	10	1
CJC 213	Substance Abuse	3	0	0	3
* CJC 221	Investigative Principles	3	2	0	4
PSY 281	Abnormal Psychology	3	0	0	3
	Humanities elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		12-15	2	0-20	15-16

TOTAL CREDIT HOURS IN PROGRAM 67-68

* Students successfully completing Basic Law Enforcement Training will receive credit for the following courses: CJC 111, CJC 131, and CJC 221. These students must be eligible for BLET certification.

EARLY CHILDHOOD ASSOCIATE

Associate in Applied Science—A55220

(Also offered at UTEC campus, Monroe, North Carolina)

The Early Childhood Associate curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes child growth and development, physical/nutritional needs of children, care and guidance of children, and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.

Students must have completed First Aid and CPR certifications prior to graduation.

Recommended sequence of courses for Early Childhood Associate curriculum:

		Hours Per Week			
Course Title		Class	Lab	Work Exp.	Credit Hours
Fall Semester (first year)					
* ACA 111	College Student Success	1	0	0	1
* EDU 119	Early Childhood Education	3	2	0	4
or					
* EDU 111	Early Childhood Credential I	2	0	0	2
and					
* EDU 112	Early Childhood Credential II	2	0	0	2
†* EDU 144	Child Development I	3	0	0	3
†* EDU 146	Child Guidance	3	0	0	3
†* EDU 151	Creative Activities	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		13-14	0-2	0	14
Spring Semester (first year)					
* CIS 110	Introduction to Computers	2	2	0	3
* COE 111	Co-op Work Experience I	0	0	10	1
* COE 115	Work Experience Seminar I	1	0	0	1
* EDU 131	Child, Family, and Community	3	0	0	3
†* EDU 145	Child Development II	3	0	0	3
†* EDU 282	Early Childhood Literature	3	0	0	3
* ENG 111	Expository Writing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		15	2	10	17
Summer Semester (first year)					
* EDU 221	Children With Special Needs	3	0	0	3
* EDU 253	Music for Children	1	2	0	2
* Humanities elective		<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		7	2	0	8

Fall Semester (second year)

COE 121	Co-op Work Experience II	0	0	10	1
COE 125	Work Experience Seminar II	1	0	0	1
†EDU 252	Math and Science Activities	3	0	0	3
* ENG 113	Literature-Based Research	3	0	0	3
or					
* ENG 114	Professional Research and Reporting	3	0	0	3
MAT 115	Mathematical Models	2	2	0	3
or					
MAT 140	Survey of Mathematics	3	0	0	3
* PSY 150	General Psychology	3	0	0	3
**Optional course from Professional Business and Management list		<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		15-16	0-2	10	17

Spring Semester (second year)

COE 131	Co-op Work Experience III	0	0	10	1
COE 135	Work Experience Seminar III	1	0	0	1
EDU 153	Health, Safety, and Nutrition	3	0	0	3
EDU 188	Issues in Early Childhood Education	2	0	0	2
EDU 261	Early Childhood Administration I	2	0	0	2
ENG 115	Oral Communication	3	0	0	3
**Optional courses from Professional Business and Management list		<u>6</u>	<u>0</u>	<u>0</u>	<u>6</u>
		17	0	10	18

TOTAL CREDIT HOURS IN PROGRAM74

* Students completing these courses will receive a diploma in Early Childhood Associate.

† Students completing these courses will receive a certificate in Early Childhood Associate.

** Professional Business and Management Option (9 credit hours):

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
CIS 152	Database Concepts and Applications	2	2	0	3
EDU 171	Instructional Media	1	2	0	2
EDU 234	Infants, Toddlers, and Twos	3	0	0	3
EDU 259	Curriculum Planning	3	0	0	3
EDU 275	Effective Teaching Training	3	0	0	3
EDU 262	Early Childhood Administration II	3	0	0	3

ELECTRONICS ENGINEERING TECHNOLOGY

Associate in Applied Science—A40200

(Also offered at UTEC campus, Monroe, North Carolina)

The Electronics Engineering Technology curriculum prepares individuals to become technicians who design, build, install, test, troubleshoot, repair, and modify development and production electronic components, equipment, and systems such as industrial/computer controls, manufacturing systems, communication systems, and power electronic systems.

A broad-based core of courses, including basic electricity, solid-state fundamentals, digital concepts, and microprocessors, ensures the student will develop the skills necessary to perform entry-level tasks. Emphasis is placed on developing the student’s ability to analyze and troubleshoot electronic systems.

Special emphasis is placed on computer literacy, computer-aided design (CAD), data communications, electronic communications systems (telecommunications), as well as industrial controls (Programmable Logic Controller), microprocessor systems, and industrial control transducers. On-line (Internet) experience is also an integral part of the EET program as much of the course work provides hands-on laboratory experiments that often include accessing the WEB.

Graduates should qualify for employment as engineering assistants or electronic technicians with job titles such as electronics engineering technician, field service technician, maintenance technician, electronic tester, electronic systems integrator, bench technician, and production control technician.

Recommended sequence of courses for Electronics Engineering Technology curriculum:

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
Fall Semester (first year)					
ACA 111	College Student Success	1	0	0	1
* CIS 110	Introduction to Computers	2	2	0	3
* DFT 151	CAD I	2	3	0	3
* ENG 111	Expository Writing	3	0	0	3
	Humanities elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		11	5	0	13
Spring Semester (first year)					
†* ELC 131	DC/AC Circuit Analysis	4	3	0	5
ENG 114	Professional Research and Reporting	3	0	0	3
†* MAT 161	College Algebra	3	0	0	3
	Social/behavioral science elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		13	3	0	14
Summer Semester (first year)					
†* ELN 131	Electronic Devices	3	3	0	4
†* ELN 133	Digital Electronics	3	3	0	4
ENG 115	Oral Communication	3	0	0	3
MAT 162	College Trigonometry	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		12	6	0	14
Fall Semester (second year)					
CIS 175	Network Management I	2	2	0	3
* ELN 132	Linear IC Applications	3	3	0	4
* ELN 232	Introduction to Microprocessors	3	3	0	4
* PHY 131	Physics—Mechanics	<u>3</u>	<u>2</u>	<u>0</u>	<u>4</u>
		11	10	0	15

Spring Semester (second year)

ATR 213	Programmable Controllers	3	3	0	4
** Electives from list					<u>10</u>
					14

TOTAL CREDIT HOURS IN PROGRAM70

* Students completing these courses will receive a diploma in Electronics Engineering Technology.

† Students completing these courses will receive a certificate in Electronics Engineering Technology.

** Students will select 10 credit hours from the following list of courses:

		Hours Per Week			Credit Hours
	Course Title	Class	Lab	Work Exp.	
ATR 215	Sensors and Transducers	2	3	0	3
COE 112	Co-op Work Experience I	0	0	20	2
ELN 152	Fabrication Techniques	1	3	0	2
ELN 231	Industrial Controls	2	3	0	3
ELN 234	Communication Systems	3	3	0	4
ELN 235	Data Communication Systems	3	3	0	4
ELN 236	Fiber Optics and Lasers	3	2	0	3
ELN 237	Local Area Networks	2	3	0	3
ELN 247	Electronic Applications Project	1	3	0	2

EMERGENCY MEDICAL SCIENCE**Associate in Applied Science—A45340**

The Emergency Medical Science curriculum is designed to prepare graduates to enter the work force as paramedics. Additionally, the program can provide an associate degree for individuals desiring an opportunity for career enhancement.

The course of study provides the student an opportunity to acquire basic and advanced life support knowledge and skills by utilizing classroom instruction, practical laboratory sessions, hospital clinical experience, and field internships with emergency medical service agencies.

Students progressing through the program may be eligible to apply for both state and national certification exams. Employment opportunities include ambulance services, fire and rescue agencies, air medical services, and specialty areas of hospitals, industry, educational institutions, and government agencies.

***A COOPERATIVE TRANSFER PROGRAM OFFERED IN COLLABORATION
WITH MONTGOMERY COMMUNITY COLLEGE***

Stanly Community College and Montgomery Community College have a transfer arrangement for this program. In this cooperative agreement, students may take several general education courses at Stanly Community College to be transferred to Montgomery. Specialty courses (core courses) will be taught at Montgomery Community College. The Associate in Applied Science degree in Emergency Medical Science will be awarded by Montgomery Community College.

FOREST MANAGEMENT TECHNOLOGY**Associate in Applied Science—A15200**

The Forest Management Technology curriculum is designed to help students acquire technical knowledge, understanding, and abilities essential in developing, conserving, and utilizing forest resources.

Students develop knowledge and skills in the principles and practices of forest resource management. Students will spend much of their time in field training situations in which emphasis is placed on the practical application of this knowledge and skill.

Graduates should be qualified for entry into positions as forest technicians with federal, state, and private forestry enterprises. Graduates will have competence in forest protection, forest management, forest procurement, and performance of various technical tasks related to forestry.

***A COOPERATIVE TRANSFER PROGRAM OFFERED IN COLLABORATION
WITH MONTGOMERY COMMUNITY COLLEGE***

Stanly Community College and Montgomery Community College have a transfer arrangement for this program. In this cooperative agreement, students may take several general courses at Stanly Community College to be transferred to Montgomery. Specialty courses (core courses) will be taught at Montgomery Community College. The Associate in Applied Science degree in Forest Management Technology will be awarded by Montgomery Community College.

HEALTH INFORMATION TECHNOLOGY**Associate in Applied Science—A45360**

The Health Information Technology curriculum provides individuals with the knowledge and skills to process, analyze, abstract, compile, maintain, manage, and report information.

Students will supervise departmental functions; classify, code, and index diagnoses and procedures; coordinate information for cost control, quality management, statistics, marketing, and planning; monitor governmental and nongovernmental standards; facilitate research; and design system controls to monitor patient information security.

Graduates of this program may be eligible to write the national certification examination to become an Accredited Record Technician (ART). Employment opportunities include hospitals, rehabilitation facilities, nursing homes, health insurance organizations, outpatient clinics, physicians' offices, hospices, and mental health facilities.

***A COOPERATIVE TRANSFER PROGRAM OFFERED IN COLLABORATION
WITH ANSON COMMUNITY COLLEGE***

Stanly Community College and Anson Community College have a transfer arrangement for this program. In this cooperative agreement, students may take several general education courses at Stanly Community College to be transferred to Anson. Specialty courses (core courses) will be taught at Anson Community College. The Associate in Applied Science degree in Health Information Technology will be awarded by Anson Community College.

HUMAN RESOURCES MANAGEMENT
(A Business Administration Concentration)
Associate in Applied Science—A2512C

Human Resources Management is a concentration under the Business Administration curriculum. The curriculum is designed to meet the demands of business and service agencies. The objective is the development of generalists and specialists in the administration, training, and management of human resources.

Course work includes studies in management, interviewing, placement, needs assessment, planning, compensation and benefits, and training techniques. Also included are such topics as people skills, learning approaches, skills building, and development of instructional and training materials.

Graduates from this program will have a sound business educational base for life-long learning. Students will be prepared for employment opportunities in personnel, training, and other human resources development areas.

***A COOPERATIVE TRANSFER PROGRAM OFFERED IN COLLABORATION
WITH DAVIDSON COUNTY COMMUNITY COLLEGE***

Stanly Community College and Davidson County Community College have a transfer arrangement for this program. In this cooperative agreement, students may take several general education courses at Stanly Community College to be transferred to Davidson. Specialty courses (core courses) will be taught at Davidson County Community College. The Associate in Applied Science degree in Human Resources Management will be awarded by Davidson County Community College.

HUMAN SERVICES TECHNOLOGY
Associate in Applied Science—A45380

The Human Services Technology curriculum prepares students for entry-level positions in institutions and agencies that provide social, community, and educational services. Along with core courses, students take courses that prepare them for specialization in specific human service areas.

Students will take courses from a variety of disciplines. Emphasis in core courses is placed on development of relevant knowledge, skills, and attitudes in human services. Fieldwork experience will provide opportunities for application of knowledge and skills learned in the classroom.

Graduates should qualify for positions in mental health, child care, family services, social services, rehabilitation, correction, and educational agencies. Graduates choosing to continue their education may select from a variety of transfer programs at senior public and private institutions.

Students in this program must obtain certification in Basic Life Saving prior to beginning the cooperative work experience.

Recommended sequence of courses for Human ServicesTechnology curriculum:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
Fall Semester (first year)					
* ACA 111	College Student Success	1	0	0	1
* CIS 110	Introduction to Computers	2	2	0	3
* ENG 111	Expository Writing	3	0	0	3
* HSE 110	Introduction to Human Services	2	2	0	3
* PSY 150	General Psychology	3	0	0	3
* SOC 210	Introduction to Sociology	3	0	0	3
		14	4	0	16
Spring Semester (first year)					
* ENG 113	Literature-Based Research	3	0	0	3
	or				
* ENG 114	Professional Research and Reporting	3	0	0	3
* HSE 112	Group Process I	1	2	0	2
* HSE 123	Interviewing Techniques	2	2	0	3
* PSY 241	Developmental Psychology	3	0	0	3
* SOC 213	Sociology of the Family	3	0	0	3
		12	4	0	14
Summer Semester (first year)					
ENG 115	Oral Communication	3	0	0	3
* HSE 227	Children and Adolescents in Crisis	3	0	0	3
* PSY 255	Introduction to Exceptionality	3	0	0	3
		9	0	0	9
Fall Semester (second year)					
COE 111	Co-op Work Experience I	0	0	10	1
COE 115	Work Experience Seminar I	1	0	0	1
HSE 125	Counseling	2	2	0	3
HSE 225	Crisis Intervention	3	0	0	3
MAT 115	Mathematical Models	2	2	0	3
	or				
MAT 140	Survey of Mathematics	3	0	0	3
PSY 281	Abnormal Psychology	3	0	0	3
SAB 110	Substance Abuse Overview	3	0	0	3
		14-15	2-4	10	17

Spring Semester (second year)

COE 121	Co-op Work Experience II	0	0	10	1
COE 125	Work Experience Seminar II	1	0	0	1
HSE 210	Human Services Issues	2	0	0	2
HSE 220	Case Management	2	2	0	3
SOC 232	Social Context of Aging	3	0	0	3
	Humanities elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		11	2	10	13

TOTAL CREDIT HOURS IN PROGRAM69

* Students completing these courses will receive a diploma in Human Services Technology.

INDUSTRIAL MAINTENANCE TECHNOLOGY

Associate in Applied Science—A50240

(Only offered as part of an industrial apprenticeship program)

The Industrial Maintenance Technology curriculum is designed to prepare or upgrade individuals to service, maintain, repair, or install equipment for a wide range of industries. Instruction includes theory and skill training needed for inspecting, testing, troubleshooting, and diagnosing industrial equipment and physical facilities.

Students will learn technical skills in blueprint reading, electricity, hydraulics/pneumatics, machining, welding, and various maintenance procedures. Practical application in these industrial systems will be emphasized, and additional advanced course work may be offered.

Upon completion of any of the various levels of this curriculum, graduates should gain the necessary practical skills and related technical information to qualify for employment or advancement in the various areas of industrial maintenance technology.

Required courses for Industrial Maintenance Technology curriculum:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
General Education Courses:					
ENG 111	Expository Writing	3	0	0	3
ENG 114	Professional Research and Reporting	3	0	0	3
ENG 115	Oral Communication	3	0	0	3
MAT 161	College Algebra	3	0	0	3
	Humanities elective	3	0	0	3
	Social/behavioral science elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		18	0	0	18
Major Courses:					
BPR 111	Blueprint Reading	1	2	0	2
ELC 112	DC/AC Electricity	3	6	0	5
HYD 110	Hydraulics/Pneumatics	2	3	0	3
MEC 111	Machine Processes I	2	3	0	3
MNT 110	Introduction to Maintenance Procedures	1	3	0	2
WLD 112	Basic Welding Processes	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		10	20	0	17
Other Major Courses:					
AHR 120	HVACR Maintenance	1	3	0	2
CIS 110	Introduction to Computers	2	2	0	3
ELC 113	Basic Wiring I	2	6	0	4
ELC 117	Motors and Controls	2	6	0	4
ELC 125	Diagrams and Schematics	1	2	0	2
ELC 128	Introduction to PLC	2	3	0	3
ELC 228	PLC Applications	2	6	0	4
ELC 229	Applications Projects	1	3	0	2
MEC 130	Mechanisms	2	3	0	3
MEC 165	Fabrications Techniques	1	3	0	2
MNT 111	Maintenance Practices	1	3	0	2

MNT 220	Rigging and Moving	1	3	0	2
MNT 230	Pumps and Piping Systems	1	3	0	2
MNT 240	Industrial Equipment Troubleshooting	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		20	49	0	37
Other Required Courses:					
ACA 111	College Student Success	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
		1	0	0	1

TOTAL CREDIT HOURS IN PROGRAM 73

INDUSTRIAL MANAGEMENT TECHNOLOGY

Associate in Applied Science—A50260

(An evening program only. Also offered at UTEC campus, Monroe, North Carolina.)

The Industrial Management Technology curriculum is designed to equip students with the knowledge, skills, and abilities to function effectively in staff, front-line leadership, and mid-level management positions in organizations. The program emphasizes team building, TQM, SPC, motivation, continuous improvement, systems, and leadership.

Course work includes the integrated study of quality and productivity improvement, production operations, management, financial analysis, problem solving, and management of resources—human, physical, and information. Course work incorporates a broad understanding of computer applications to analyze and solve problems.

Graduates should qualify for entry-level positions such as front-line supervisor, engineering assistant, production planner, inventory supervisor, or quality control technician. With additional training and experience, graduates could become plant managers or production managers.

Required courses for Industrial Management Technology curriculum:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
General Education Courses:					
ENG 111	Expository Writing	3	0	0	3
ENG 114	Professional Research and Reporting	3	0	0	3
ENG 115	Oral Communication	3	0	0	3
MAT 115	Mathematical Models	2	2	0	3
	Humanities elective	3	0	0	3
	Social/behavioral science elective	3	0	0	3
		17	2	0	18
Major Courses:					
ISC 112	Industrial Safety	2	0	0	2
ISC 132	Manufacturing Quality Control	2	3	0	3
ISC 133	Manufacturing Management Practices	2	0	0	2
ISC 135	Principles of Industrial Management	3	0	0	3
ISC 136	Productivity Analysis I	2	3	0	3
ISC 233	Industrial Organization and Management	3	0	0	3
MEC 242	Manufacturing Process APICS CIRM	3	0	0	3
		17	6	0	19
Other Major Courses:					
BUS 115	Business law I	3	0	0	3
BUS 153	Human Resource Management	3	0	0	3
BUS 217	Employment Law and Regulations	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
CIS 120	Spreadsheet I	2	2	0	3
CIS 172	Introduction to the Internet	2	3	0	3
ECO 251	Principles of Microeconomics	3	0	0	3
ISC 170	Problem-Solving Skills	3	0	0	3

ISC 237	Quality Management	2	3	0	3
MEC 141	Introduction to Manufacturing Processes	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		25	12	0	30
Other Required Courses:					
ACA 111	College Student Success	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
		1	0	0	1

TOTAL CREDIT HOURS IN PROGRAM68

INFORMATION SYSTEMS

Associate in Applied Science—A25260

The Information Systems curriculum is designed to prepare graduates for employment with organizations that use computers to process, manage, and communicate information. This is a flexible program, designed to meet community information systems needs.

Course work includes computer systems terminology and operations, logic, operating systems, database, data communications/networking, and related business topics. Studies will provide experience for students to implement, support, and customize industry-standard information systems.

Graduates should qualify for a wide variety of computer-related entry-level positions that provide opportunities for advancement with increasing experience and ongoing training. Duties may include systems maintenance and troubleshooting, support and training, and business applications design and implementation.

Recommended sequence of courses for Information Systems curriculum:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
Fall Semester (first year)					
* ACA 111	College Student Success	1	0	0	1
BUS 110	Introduction to Business	3	0	0	3
* CIS 110	Introduction to Computers	2	2	0	3
* CIS 115	Introduction to Programming and Logic	2	2	0	3
* ENG 111	Expository Writing	3	0	0	3
OST 131	Keyboarding	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		12	6	0	15
Spring Semester (first year)					
* CIS 130	Survey of Operating Systems	2	3	0	3
* CIS 152	Database Concepts and Applications	2	2	0	3
* CIS 172	Introduction to the Internet	2	3	0	3
* CSC 139	Visual BASIC Programming	2	3	0	3
ENG 114	Professional Research and Reporting	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		11	11	0	15
Summer Semester (first year)					
* CIS 169	Business Presentations	1	2	0	2
ENG 115	Oral Communication	3	0	0	3
NET 110	Data Communications/Networking	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		6	4	0	8
Fall Semester (second year)					
ACC 120	Principles of Accounting I	3	2	0	4
* CIS 120	Spreadsheet I	2	2	0	3
* CIS 175	Network Management I	2	2	0	3
COE 111	Co-op Work Experience I	0	0	10	1
* MAT 140	Survey of Mathematics	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	6	10	14

Spring Semester (second year)

CET 111	Computer Upgrade/Repair I	2	3	0	3
CIS 286	Systems Analysis and Design	3	0	0	3
COE 121	Co-op Work Experience II	0	0	10	1
**	CIS/NET elective	2-3	0-2	0	3
	Humanities elective	3	0	0	3
	Social/behavioral science elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		13-14	3-5	10	16

TOTAL CREDIT HOURS IN PROGRAM 68

*Students completing these courses will receive a diploma in Information Systems.

**Students will select 3 credit hours from the following list of courses:

		Hours Per Week			Credit Hours
	Course Title	Class	Lab	Work Exp.	
CIS 126	Graphics Software Introduction	2	2	0	3
CIS 147	Operating Systems—Windows™	2	2	0	3
CIS 162	Multimedia Presentation Software	2	2	0	3
CIS 217	Computer Training and Support	2	2	0	3
NET 260	Internet Development and Support	3	0	0	3

INFORMATION SYSTEMS

Network Administration and Support Concentration
Associate in Applied Science—A2526D

Network Administration and Support is a concentration under the Information Systems curriculum. This curriculum prepares students to install and support networks and develops strong analytical skills and extensive computer knowledge.

Course work includes extensive hands-on experience with networks. Classes cover media types, topologies, and protocols with installation and support of hardware and software, troubleshooting network and computer problems, and administrative responsibilities.

Graduates should qualify for positions such as LAN/PC administrator, microcomputer support specialist, network control operator, communications technician/analyst, network/computer consultant, and information systems specialist. Graduates should be prepared to sit for certification exams that can result in industry-recognized credentials.

Recommended sequence of courses for Information Systems/Network Administration and Support Concentration curriculum:

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
Fall Semester (first year)					
* ACA 111	College Student Success	1	0	0	1
BUS 110	Introduction to Business	3	0	0	3
* CIS 110	Introduction to Computers	2	2	0	3
* CIS 115	Introduction to Programming and Logic	2	2	0	3
* CIS 172	Introduction to the Internet	2	3	0	3
* ENG 111	Expository Writing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		13	7	0	16
Spring Semester (first year)					
* CET 111	Computer Upgrade/Repair I	2	3	0	3
* CIS 130	Survey of Operating Systems	2	3	0	3
* CIS 152	Database Concepts and Applications	2	2	0	3
* CIS 173	Network Theory	2	2	0	3
ENG 114	Professional Research and Reporting	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		11	10	0	15
Summer Semester (first year)					
* CIS 175	Network Management I	2	2	0	3
ENG 115	Oral Communication	3	0	0	3
* NET 110	Data Communications/Networking	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		7	4	0	9
Fall Semester (second year)					
ACC 120	Principles of Accounting I	3	2	0	4
CIS 174	Network System Manager I	2	2	0	3
CIS 275	Network Management II	2	2	0	3
CIS 282	Network Technology	3	0	0	3
COE 111	Co-op Work Experience I	0	0	10	1
* MAT 140	Survey of Mathematics	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		13	6	10	17

Spring Semester (second year)

CIS 274	Network System Manager II	2	2	0	3
CIS 287	Network Support	2	2	0	3
COE 121	Co-op Work Experience II	0	0	10	1
	Humanities elective	3	0	0	3
	Social/behavioral science elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	4	10	13

TOTAL CREDIT HOURS IN PROGRAM70

* Students completing these courses will earn a diploma in Information Systems with a concentration in Network Administration and Support.

INFORMATION SYSTEMS
Programming Concentration
Associate in Applied Science—A2526E

Programming is a concentration under the Information Systems curriculum. This curriculum prepares individuals for employment as computer programmers and related positions through study and applications in computer concepts, logic, programming procedures, languages, generators, operating systems, networking, data management, and business operations.

Students will solve business computer problems through programming techniques and procedures, using appropriate languages and software. The primary emphasis of the curriculum is hands-on training in programming and related computer areas that provide the ability to adapt as systems evolve.

Graduates should qualify for employment in business, industry, and government organizations as programmers, programmer trainees, programmer/analysts, software developers, computer operators, systems technicians, database specialists, computer specialists, software specialists, or information systems managers.

Recommended sequence of courses for Information Systems/Programming Concentration curriculum:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
Fall Semester (first year)					
* ACA 111	College Student Success	1	0	0	1
* CIS 110	Introduction to Computers	2	2	0	3
* CIS 115	Introduction to Programming and Logic	2	2	0	3
* CIS 172	Introduction to the Internet	2	3	0	3
* ENG 111	Expository Writing	3	0	0	3
OST 131	Keyboarding	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		11	9	0	15
Spring Semester (first year)					
* CIS 130	Survey of Operating Systems	2	3	0	3
* CIS 152	Database Concepts and Applications	2	2	0	3
* CSC 134	C++ Programming	2	3	0	3
* CSC 143	Object-Oriented Programming	2	3	0	3
ENG 114	Professional Research and Reporting	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		11	11	0	15
Summer Semester (first year)					
* CSC 234	Advanced C++	2	3	0	3
ENG 115	Oral Communication	3	0	0	3
NET 110	Data Communications/Networking	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		7	5	0	9
Fall Semester (second year)					
ACC 120	Principles of Accounting I	3	2	0	4
* CIS 175	Network Management I	2	2	0	3
CSC 138	RPG Programming	2	3	0	3
COE 111	Co-op Work Experience I	0	0	10	1
* MAT 140	Survey of Mathematics	3	0	0	3
	Humanities elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		13	7	10	17

Spring Semester (second year)

CIS 147	Operating Systems—Windows™	2	2	0	3
CIS 286	Systems Analysis and Design	3	0	0	3
COE 121	Co-op Work Experience II	0	0	10	1
CSC 238	Advanced RPG	2	3	0	3
	Social/behavioral science elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	5	10	13

TOTAL CREDIT HOURS IN PROGRAM 69

* Students completing these courses will earn a diploma in Information Systems with a concentration in Programming.

INTERIOR DESIGN**Associate in Applied Science—A30220**

The Interior Design curriculum is designed to prepare students for a variety of job opportunities in the field of both residential and nonresidential interior design. The focus of the studies is technical knowledge, professional practices, and aesthetic principles.

Curriculum content includes residential and nonresidential interior design, architectural drafting, computer-aided design, and universal design. Also included are basic design, history of interiors and furnishings, color theory, products, business practices, graphic presentations, and general education courses.

Graduates should qualify for a variety of jobs including residential and commercial interior design, set design, showroom design, and sales positions for furniture, textiles and accessories, and all businesses dealing with interiors.

***A COOPERATIVE TRANSFER PROGRAM OFFERED IN COLLABORATION
WITH RANDOLPH COMMUNITY COLLEGE***

Stanly Community College and Randolph Community College have a transfer arrangement for this program. In this cooperative agreement, students may take several general education courses at Stanly Community College to be transferred to Randolph. Specialty courses (core courses) will be taught at Randolph Community College. The Associate in Applied Science degree in Interior Design will be awarded by Randolph Community College.

MANICURING INSTRUCTOR
Certificate—C55380

The Manicuring Instructor curriculum provides a course of study covering the skills needed to teach the theory and practices of manicuring as required by the North Carolina State Board of Cosmetology.

Course work includes all phases of manicuring theory laboratory instruction.

Graduates should be prepared to take the North Carolina Cosmetology State Board Manicuring Instructor Licensing Exam and upon passing be qualified for employment in a cosmetology or manicuring school.

Required courses for Manicuring Instructor curriculum:

Course Title	Hours Per Week			Credit Hours
	Class	Lab	Clinical	
First Semester				
COS 251 Manicure Instructor Concepts	8	0	0	8
COS 252 Manicure Instructor Practicum	<u>0</u>	<u>15</u>	<u>0</u>	<u>5</u>
	8	15	0	13

TOTAL CREDIT HOURS IN PROGRAM 13

MANICURING/NAIL TECHNOLOGY
Certificate—C55400

The Manicuring/Nail Technology curriculum provides competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the nail technology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills.

Course work includes instruction in all phases of professional nail technology, business/computer principles, product knowledge, and other related topics.

Graduates should be prepared to take the North Carolina Cosmetology State Board Licensing Exam and upon passing be licensed and qualified for employment in beauty and nail salons, as a platform artist, and in related businesses.

Required courses for Manicuring/Nail Technology curriculum:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Clinical	
First Semester					
COS 121	Manicure/Nail Technology I	4	6	0	6
COS 122	Manicure/Nail Technology II	<u>4</u>	<u>6</u>	<u>0</u>	<u>6</u>
		8	12	0	12

TOTAL CREDIT HOURS IN PROGRAM 12

The Stanly Community College Cosmetology department will not certify any student to the State Board of Cosmetic Arts until 300 manicuring contact hours have been completed.

MECHANICAL ENGINEERING TECHNOLOGY

Drafting and Design Concentration

Associate in Applied Science—A4032A

Drafting and Design is a concentration under the Mechanical Engineering Technology curriculum. This curriculum prepares graduates to draft and/or design machine parts, mechanisms, and mechanical systems. Computer-aided drafting (CAD) will be emphasized as the primary method of producing drawings/documentation.

Course work includes manual and computer-aided drafting equipment, materials, statics, manufacturing methods and processes, mathematics, physics, and written and oral communications. Students should acquire skills such as thinking and planning with the emphasis on drafting and design skills.

Graduates of this curriculum will qualify to work in many fields of drafting. Drafting and design technicians are employed in manufacturing, research and development, engineering and service firms, government agencies, and related specialties.

Recommended sequence of courses for Mechanical Engineering Technology/Drafting and Design Concentration curriculum:

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
Fall Semester (first year)					
ACA 111	College Student Success	1	0	0	1
CIS 110	Introduction to Computers	2	2	0	3
DFT 111	Technical Drafting I	2	6	0	4
ENG 111	Expository Writing	3	0	0	3
MAT 161	College Algebra	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		11	8	0	14
Spring Semester (first year)					
DFT 112	Technical Drafting II	2	6	0	4
DFT 151	CAD I	2	3	0	3
ENG 114	Professional Research and Reporting	3	0	0	3
MAT 162	College Trigonometry	3	0	0	3
	Social/behavioral science elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		13	9	0	16
Summer Semester (first year)					
DDF 211	Design Drafting I	2	6	0	4
ENG 115	Oral Communication	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		5	6	0	7
Fall Semester (second year)					
DDF 212	Design Drafting II	1	6	0	4
DFT 152	CAD II	2	3	0	3
HYD 110	Hydraulics/Pneumatics I	2	3	0	3
MEC 141	Introduction to Manufacturing Processes	2	2	0	3
PHY 131	Physics—Mechanics	<u>3</u>	<u>2</u>	<u>0</u>	<u>4</u>
		10	16	0	17

Spring Semester (second year)

DDF 213	Design Drafting III	1	6	0	4
DDF 214	Tool Design	2	4	0	4
MEC 250	Statics and Strength of Materials	4	3	0	5
	Humanities elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	13	0	16

TOTAL CREDIT HOURS IN PROGRAM 70

MEDICAL ASSISTING

Associate in Applied Science—A45400

The Medical Assisting curriculum prepares multi-skilled health care professionals qualified to perform administrative, clinical, and laboratory procedures.

Course work includes instruction in scheduling appointments, coding and processing insurance accounts, billing, collections, medical transcription, computer operations, assisting with examinations/treatments, performing routine laboratory procedures, electrocardiography, supervised medication administration, and ethical/legal issues associated with patient care.

Employment opportunities include physicians' offices, health maintenance organizations, health departments, and hospitals.

Individuals desiring a career in medical assisting should, if possible, take biology, mathematics, and typing courses prior to entering the program.

ADMISSION REQUIREMENTS

1. Submit to the Admissions Office at Stanly Community College a properly completed Application for Admission.
2. Submit to the SCC Admissions Office an official copy of a high school transcript showing successful completion of all requirements for graduation. A GED certificate indicating a passing score or an Adult High School diploma is acceptable in lieu of a regular high school diploma.
An official transcript copy from each college, university, or other post-secondary institution attended by the applicant must be sent to the SCC Admissions Office.
3. Complete the Stanly Community College placement test (ACT ASSET) scoring at least 39 on the Reading Skills section.
4. Submit to the SCC Admissions Office a properly completed medical form (supplied by the Admissions Office) after acceptance to the program. The medical form is to be signed by a licensed physician and received in the Admissions Office by the due date specified on the applicant's letter of acceptance.
5. After acceptance to the program, submit to the SCC Admissions Office current CPR certification. Current CPR certification is required throughout the student's attendance in the Medical Assisting program.

The Medical Assisting program accepts a maximum of 24 students each year. Applicants are accepted on a first-come, first-served basis after completing admission requirements 1 and 3 above. Applicants who apply to the Medical Assisting program after the 24 seats are filled will be placed on a back up list after completing admission requirements 1 and 3 above. If any of the applicants who have been accepted to the program should forfeit their acceptance, those applicants on the back up list will be contacted in the order in which their names appear on the list and will be given an opportunity to enroll.

If an applicant whose name appears on the back up list is not afforded an opportunity to begin classes during the year in which he or she has made application, that applicant will need to submit another application for admission to the year following if he or she wishes to be considered for admission in the subsequent year. (Admission requirements may change from year to year for selected programs.)

Any applicant who forfeits his or her acceptance will not be guaranteed acceptance in any subsequent year. The applicant must reapply if he or she wishes to be considered for acceptance at a later date.

CRITERIA FOR PROGRESSION

1. For a student to progress in the Medical Assisting program, a grade of "C" or higher must be achieved in all courses with a prefix of MED or BIO. Students earning less than a "C" in such a course will be withdrawn from the Medical Assisting program automatically.

The grading scale for all MED courses is as follows:

A	93–100
B	85–92
C	78–84
D	70–77
F	0–69

The grading scale for all BIO courses is as follows:

A	90–100
B	80–89
C	70–79
D	60–69
F	0–59

2. If the Medical Assisting faculty believe a student's physical or mental health is interfering with the student's academic and/or clinical performance, the faculty may require the student to submit written verification of current health from an appropriate health care provider; i.e., physician, nurse practitioner, psychiatrist, or psychologist. Upon consultation with the chairperson of the Allied Health Division and review of the health care provider's written statement submitted by the student, the Dean of Students will determine if the student may continue in the program. The Dean of Students will notify the student in writing of the decision.
3. In the event a student's behavior is not consistent with sound medical care practices and/or safety essential in providing such care, the Medical Assisting faculty (including clinical field supervisors) or the chairperson of the Allied Health Division may remove the student from the clinical, class, or lab settings immediately. Students so removed will be referred to the Dean of Students for further investigation and/or possible dismissal from the program.

READMISSION TO THE PROGRAM

Students desiring readmission to the Medical Assisting program must submit an Application for Admission to the Director of Admissions and satisfy all current admission requirements for the program. The Application for Admission must be received in the Stanly Community College Admissions Office at least ninety days prior to the semester in which the student is seeking readmission. Only those students whose cumulative GPA is 2.0 or higher at the time of withdrawal from the Medical Assisting program will be considered for readmission. When applying for readmission, students who previously completed at least one full term in the Medical Assisting program must apply to the same term in which they withdrew.

In order to be accepted for readmission, the applicant must successfully complete a competency exam administered by the Medical Assisting Department. This competency exam will test the applicant's knowledge of material covered in all MED classes that were successfully completed up to the point of withdrawal. Applicants will be given one opportunity to complete the competency exam successfully. In addition to successful completion of the competency exam, there must be

space available in the Medical Assisting program before acceptance will be granted to an applicant seeking readmission.

In the event that more than one applicant is seeking readmission for the same term, acceptance will be awarded in the order in which the applications for admission were received in the SCC Admissions Office. If after successfully completing the competency exam an applicant is denied readmission due to lack of space in the program, that applicant will have an opportunity to apply for readmission to the same term of the following year. The applicant will again be required to complete a competency exam successfully before being readmitted to the program.

Readmission or admission in advanced standing will be granted only to those students formerly enrolled in the Stanly Community College Medical Assisting program.

CRITERIA FOR GRADUATION

To be eligible for graduation a student must:

1. Complete all course requirements in the Medical Assisting curriculum with an earned grade of "C" or higher in all courses with a prefix of MED or BIO and an overall major grade point average of 2.00 or higher.
2. Complete an Application for Graduation prior to November 30.
3. Pay a graduation fee at the time of registration for the last semester.
4. Earn at least one-fourth of the credits required for a degree, diploma, or certificate from Stanly Community College.
5. Fulfill all financial obligations to the College.
6. Be present for graduation exercises. Graduation exercises are held on the dates published in the Academic Calendar. In cases of unavoidable circumstances, exceptions to this requirement may be granted by the Dean of Students. (See Graduation in Absentia.) During graduation exercises candidates must be dressed in proper academic attire as determined by the President of the College.

Recommended sequence of courses for Medical Assisting curriculum:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Clinical	
Fall Semester (first year)					
ACA 111	College Student Success	1	0	0	1
BIO 163	Basic Anatomy and Physiology	4	2	0	5
CIS 110	Introduction to Computers	2	2	0	3
MED 110	Orientation to Medical Assisting	1	0	0	1
MED 118	Medical Law and Ethics	2	0	0	2
MED 121	Medical Terminology I	3	0	0	3
MED 130	Administrative Office Procedures I	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		14	6	0	17
Spring Semester (first year)					
ENG 111	Expository Writing	3	0	0	3
MED 122	Medical Terminology II	3	0	0	3
MED 131	Administrative Office Procedures II	1	2	0	2
MED 134	Medical Transcription	2	2	0	3
MED 140	Exam Room Procedures I	3	4	0	5
MED 150	Laboratory Procedures I	<u>3</u>	<u>4</u>	<u>0</u>	<u>5</u>
		15	12	0	21

Summer Semester (first year)

MED 260	MED Clinical Externship	0	0	15	5
MED 262	Clinical Perspectives	1	0	0	1
PSY 150	General Psychology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		4	0	15	9

Students exiting out of the program at this point will earn a diploma.

Fall Semester (second year)

ENG 115	Oral Communication	3	0	0	3
MED 232	Medical Insurance Coding	1	3	0	2
MED 270	Symptomatology	2	2	0	3
MED 272	Drug Therapy	3	0	0	3
MAT 110	Mathematical Measurement	2	2	0	3
	or				
MAT 140	Survey of Mathematics	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		11-12	5-7	0	14

Spring Semester (second year)

ENG 114	Professional Research and Reporting	3	0	0	3
MED 264	Medical Assisting Overview	2	0	0	2
PSY 241	Developmental Psychology	3	0	0	3
	Humanities elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		11	0	0	11

TOTAL CREDIT HOURS IN PROGRAM 72

OCCUPATIONAL THERAPY ASSISTANT

Associate in Applied Science—A45500

The Occupational Therapy Assistant curriculum prepares individuals to work under the supervision of a registered/licensed occupational therapist in screening, assessing, planning, and implementing treatment and documenting progress for clients receiving occupational therapy services.

Course work includes human growth and development, conditions which interfere with activities of daily living, theory and process of occupational therapy, individual/group treatment activities, therapeutic use of self, activity analysis, and grading/adapting activities and environments.

Graduates may be eligible to take the national certification examination for practice as a certified occupational therapy assistant. Employment opportunities include hospitals, rehabilitation facilities, long-term/extended care facilities, sheltered workshops, schools, home health programs, and community programs.

Individuals desiring a career as an occupational therapy assistant should, if possible, take biology, algebra, sociology, and psychology courses prior to entering the program.

ADDITIONAL INFORMATION

Upon completing all required course work and fieldwork, the student will be awarded an Associate in Applied Science degree in Occupational Therapy Assistant. To work as a Certified Occupational Therapy Assistant, the individual must then pass a national certification examination given by the American Occupational Therapy Certification Board and be licensed by the state. These procedures are separate from Stanly Community College and the graduation process.

ADMISSION REQUIREMENTS

1. Submit to the Admissions Office at Stanly Community College a properly completed Application for Admission.
2. Submit to the SCC Admissions Office an official copy of a high school transcript showing successful completion of all requirements for graduation. A GED certificate indicating a passing score or an Adult High School diploma is acceptable in lieu of a regular high school diploma.

An official transcript copy from each college, university, or other post-secondary institution attended by the applicant must be sent to the SCC Admissions Office.

3. Successfully complete the Stanly Community College placement test (ACT ASSET) with the following minimum scores: Writing, 42; Reading, 43; Numerical, 36. Occupational Therapy Assistant applicants who fail to achieve the required minimum scores on the first attempt of the ACT ASSET may retest once during a two-year period. When retesting, applicants will retest only on those sections that were not successfully completed on the first attempt. Before retesting, an applicant must successfully complete course(s) recommended by the SCC Admissions Office. A minimum waiting period of three months is required before retesting.
4. Complete a minimum of 25 hours of volunteer service or observation in an occupational therapy clinical setting. Applicants will receive volunteer/observation verification forms in the mail after successfully completing the minimum ASSET scores required for admission to the OTA program. These forms must be signed by a Registered Occupational Therapist or a Certified Occupational Therapy Assistant and returned to the Admissions Office of Stanly Community College by the deadline specified in the applicant's acceptance letter. It is the applicant's responsibility to arrange volunteer/observation visits.

5. Submit to the SCC Admissions Office a properly completed medical form (supplied by the Admissions Office) after acceptance to the program. The medical form is to be signed by a licensed physician and received in the Admissions Office by the due date specified on the applicant's letter of acceptance.
6. After acceptance to the program, submit to the Admissions Office current CPR certification. Current CPR certification is required throughout the student's attendance in the Occupational Therapy Assistant program.

The Occupational Therapy Assistant program accepts a maximum of 24 students each year. Applicants are accepted on a first-come, first-served basis after completing admission requirements 1 and 3 above. Applicants who apply to the Occupational Therapy Assistant program after the 24 seats are filled will be placed on a back up list after completing admission requirements 1 and 3 above. If any of the applicants who have been accepted to the program should forfeit their acceptance, those applicants on the back up list will be contacted in the order in which their names appear on the list and will be given an opportunity to enroll.

If an applicant whose name appears on the back up list is not afforded an opportunity to begin classes during the year in which he or she has made application, that applicant will need to submit another application in order to be considered for admission in the subsequent year. (Admission requirements may change from year to year for selected programs.)

Any applicant who forfeits his or her acceptance will not be guaranteed acceptance in any subsequent year. The applicant must reapply if he or she wishes to be considered for acceptance at a later date.

CRITERIA FOR PROGRESSION

1. For a student to progress in the Occupational Therapy Assistant program, a grade of "C" or higher must be achieved in all major (OTA) and related courses (courses with BIO and PSY prefixes). Students earning less than a "C" in any course with an OTA, BIO, or PSY prefix will be withdrawn from the OTA program automatically.

Grading scale for all OTA courses:

A 93–100

B 86–92

C 78–85

F a score of less than 78 in theory or an unsatisfactory fieldwork evaluation

2. In the event that a student's physical or mental health interferes with the student's academic and/or fieldwork experience, the occupational therapy faculty may require the student to submit written verification of current health from an appropriate health care provider, i.e., physician, nurse practitioner, psychiatrist, or psychologist. Upon consultation with the chairperson of the Allied Health Division and review of the health care provider's written statement submitted by the student, the Dean of Students will determine if the student may continue in the program. The Dean of Students will notify the student in writing of the decision.
3. In the event a student's behavior is not consistent with sound occupational therapy practices and/or safety essential to occupational therapy, the instructors (including fieldwork supervisors) or the chairperson of the Allied Health Division has the authority to remove the student from the fieldwork setting immediately. Students so removed will be referred to the Dean of Students for further investigation and/or possible dismissal from the OTA program.

READMISSION TO THE PROGRAM

Students desiring readmission to the OTA program must submit an Application for Admission to the Director of Admissions and satisfy all current admission requirements for the program. Students will be permitted to reenter the OTA program no more than once.

Students seeking readmission to the SCC Occupational Therapy Assistant program must apply for readmission at least ninety days prior to the beginning of the semester in which they are seeking readmission. Only those students whose cumulative GPA is 2.50 or higher at the time of withdrawal from the program will be considered for readmission. When applying for readmission, students who previously completed at least one term in the OTA program must apply to the same term in which they withdrew.

In order to be accepted for advanced standing readmission, the applicant must successfully complete a competency exam administered by the Occupational Therapy Department. This competency exam will test the applicant's knowledge of material covered in all Occupational Therapy (OTA) classes successfully completed up to the point of withdrawal. Applicants will be given one opportunity to complete the competency exam successfully. In addition to successful completion of the competency exam, there must be space available in the OTA program before acceptance will be granted to an applicant seeking readmission.

In the event that more than one applicant is seeking readmission for the same term, acceptance will be awarded in the order in which the applications for admission were received in the SCC Admissions Office. If after successfully completing the competency exam an applicant is denied readmission due to lack of space in the program, that applicant will have an opportunity to apply for readmission to the same term of the following year. The applicant will again be required to complete a competency exam successfully before being readmitted to the OTA program.

Readmission to the OTA program will be granted only to those students formerly enrolled in the Stanly Community College OTA program. Students withdrawn for disciplinary reasons must wait one year from the date of withdrawal before applying for readmission.

CRITERIA FOR GRADUATION

To be eligible for graduation a student must:

1. Complete all course requirements in the Occupational Therapy curriculum with an earned grade of "C" or higher in all OTA and related courses and an overall major grade point average of 2.00 or higher.
2. Complete an Application for Graduation prior to November 30 for May graduation.
3. Pay a graduation fee at the time of registration for the last semester.
4. Earn at least one-fourth of the credits required for a degree, diploma, or certificate from Stanly Community College.
5. Fulfill all financial obligations to the College.
6. Be present for graduation exercises. Graduation exercises are held on the dates published in the Academic Calendar. In cases of unavoidable circumstances, exceptions to this requirement may be granted by the Dean of Students. (See graduation in Absentia.) During graduation exercises candidates must be dressed in proper academic attire as determined by the President of the College.

CERTIFICATION/LICENSURE

1. The Occupational Therapy faculty must recommend a student as a candidate for the National Board for Certification in Occupational Therapy examination for Occupational Therapy Assistants based on academic achievement, satisfactory completion of fieldwork, and professional accountability.
2. The National Board for Certification in Occupational Therapy may deny eligibility for the certification examination for Occupational Therapy Assistants to individuals convicted of a felony or any other crime involving moral turpitude.
3. The Occupational Therapy faculty must also recommend a student as a candidate for state licensure based on academic achievement, satisfactory completion of fieldwork, and professional accountability.
4. The North Carolina Board of Occupational Therapy may deny licensure to individuals convicted of a felony or any other crime involving moral turpitude.

Recommended sequence of courses for Occupational Therapy Assistant curriculum:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Clinical	
Fall Semester (first year)					
ACA 111	College Student Success	1	0	0	1
BIO 165	Anatomy and Physiology I	3	3	0	4
ENG 111	Expository Writing	3	0	0	3
OTA 110	Fundamentals of OT	2	3	0	3
OTA 140	Professional Skills I	0	3	0	1
PSY 150	General Psychology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		12	9	0	15
Spring Semester (first year)					
BIO 166	Anatomy and Physiology II	3	3	0	4
OTA 120	OT Media I	1	3	0	2
OTA 130	Assessment Skills	2	3	0	3
OTA 150	Life Span Skills I	2	3	0	3
OTA 161	Fieldwork I—Placement 1	0	0	3	1
OTA 170	Physical Dysfunction	2	3	0	3
PSY 241	Developmental Psychology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		13	15	3	19
Summer Semester (first year)					
ENG 115	Oral Communication	3	0	0	3
OTA 162	Fieldwork I—Placement 2	0	0	3	1
OTA 240	Professional Skills II	0	3	0	1
PSY 281	Abnormal Psychology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		6	3	3	8
Fall Semester (second year)					
ENG 114	Professional Research and Reporting	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
OTA 163	Fieldwork I—Placement 3	0	0	3	1
OTA 180	Psychosocial Dysfunction	2	3	0	3
OTA 220	OT Media II	1	6	0	3
OTA 250	Life Span Skills II	2	3	0	3
	Humanities elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		14	12	3	19
Spring Semester (second year)					
OTA 260	Fieldwork II—Placement 1	0	0	18	6
OTA 261	Fieldwork II—Placement 2	0	0	18	6
OTA 280	Professional Transitions	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>
		0	2	36	13

TOTAL CREDIT HOURS IN PROGRAM 74

OFFICE SYSTEMS TECHNOLOGY
Associate in Applied Science—A25360

The Office Systems Technology curriculum prepares individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace.

Students will complete courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on nontechnical as well as technical skills.

Graduates should qualify for employment in a variety of positions in business, government, and industry. Job classifications range from entry level to supervisor to middle management.

Recommended sequence of courses for Office Systems Technology curriculum:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
Fall Semester (first year)					
* ACA 111	College Student Success	1	0	0	1
* CIS 110	Introduction to Computers	2	2	0	3
* ENG 111	Expository Writing	3	0	0	3
* OST 131	Keyboarding	1	2	0	2
OST 181	Introduction to Office Systems	3	0	0	3
* Social/behavioral science elective		<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		13	4	0	15
Spring Semester (first year)					
* CIS 120	Spreadsheet I	2	2	0	3
* CIS 130	Survey of Operating Systems	2	3	0	3
* OST 134	Text Entry and Formatting	3	2	0	4
* OST 136	Word Processing	1	2	0	2
* OST 164	Text Editing Applications	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		11	9	0	15
Summer Semester (first year)					
* CIS 172	Introduction to the Internet	2	3	0	3
ENG 114	Professional Research and Reporting	3	0	0	3
Humanities elective		<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		8	3	0	9
Fall Semester (second year)					
ACC 120	Principles of Accounting I	3	2	0	4
†COE 112	Co-op Work Experience I	0	0	20	2
MAT 140	Survey of Mathematics	3	0	0	3
* OST 223	Machine Transcription I	1	2	0	2
**OST 236	Advanced Word/Information Processing	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		9	6	20	14

Spring Semester (second year)

* CIS 169	Business Presentations	1	2	0	2
† COE 122	Co-op Work Experience II	0	0	20	2
ENG 115	Oral Communication	3	0	0	3
** OST 224	Machine Transcription II	1	2	0	2
OST 233	Office Publications Design	2	2	0	3
* OST 289	Office Systems Management	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		9	8	20	15

TOTAL CREDIT HOURS IN PROGRAM 68

- * Students completing these courses will receive a diploma in Office Systems Technology.
- ** If enough students in a class express interest, OST 221 and OST 222 (Principles of Shorthand I and II) may be taken in lieu of OST 236 and OST 224.
- † An elective approved by the program head may be taken in lieu of COE 112 and COE 122.

PHYSICAL THERAPIST ASSISTANT (1+1)**Associate in Applied Science—A45640**

The Physical Therapist Assistant curriculum prepares graduates to work in direct patient care settings under supervision of physical therapists. Assistants work to improve or restore function by alleviation or prevention of physical impairment and perform other essential activities in a physical therapy department.

Course work includes normal human anatomy and physiology, the consequences of disease or injury, and physical therapy treatment of a variety of patient conditions affecting humans throughout the life span.

Graduates may be eligible to take the licensure examination administered by the North Carolina Board of Physical Therapy Examiners. Employment is available in general hospitals, rehabilitation centers, extended care facilities, specialty hospitals, home health agencies, private clinics, and public school systems.

ADDITIONAL INFORMATION

Upon completion of all required course work, the student will be awarded an Associate in Applied Science degree in Physical Therapist Assistant. To work as a physical therapist assistant, graduates must then pass a licensure board examination and be licensed with the state. (Licensure requirements vary by state.) These procedures are separate from Stanly Community College and the graduation process.

The Physical Therapist Assistant program at Stanly Community College has been granted accreditation status by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association.

ADMISSION REQUIREMENTS

1. Submit to the Admissions Office at Stanly Community College a properly completed Application for Admission.
2. Submit to the SCC Admissions Office an official copy of a high school transcript showing successful completion of all requirements for graduation. A GED certificate indicating a passing score or an Adult High School diploma is acceptable in lieu of a regular high school diploma.

An official transcript from each college, university, or other post-secondary institution attended by the applicant must be sent to the SCC Admissions Office.

3. Submit evidence of completion of high school or college biology, algebra, and chemistry with a "C" or higher. It is highly recommended that applicants also complete and submit evidence of successful completion of high school or college physics with a "C" or higher.

These prerequisite courses are available through SCC. Applicants wishing to complete the above prerequisite courses at other institutions must receive prior approval from the Director of Admissions.

4. Successfully complete the Stanly Community College placement test (ACT ASSET) with the following minimum scores: Writing, 45; Reading, 43; Numerical, 43. Physical Therapist Assistant applicants who fail to achieve the required minimum scores on the first attempt of the ACT ASSET may retest once during a two-year period. When retesting, applicants will retest only on those sections that were not successfully completed on the first attempt. Before retesting, an applicant must successfully complete course(s) recommended by the SCC Admissions Office. A minimum waiting period of three months is required before retesting.

5. Applicants applying to the PTA program are required to attend one information meeting during the calendar year preceding their intended year of entry. The PTA faculty will schedule approximately four meetings per year.
6. Applicants applying to the PTA program courses must complete a combined minimum of 25 hours of observation/volunteer service in no fewer than two physical therapy clinical sites, one of which must be a hospital (acute inpatient) setting. Forms to be utilized to verify hours of attendance will be given to applicants at the information meeting. These forms must be completed by a physical therapist or physical therapist assistant at each volunteer/observation site. It is the student's responsibility to arrange volunteer/observation visits.
7. Submit to the SCC Admissions Office a properly completed medical form (supplied by the Admissions Office) after acceptance to the program. The medical form is to be signed by a licensed physician and received in the SCC Admissions Office by the due date specified on the applicant's letter of acceptance.
8. After acceptance to the program, submit to the Admissions Office current CPR certification. Current CPR certification is required throughout the student's attendance in the Physical Therapy Assistant program.

The Physical Therapist Assistant program accepts a maximum of 24 students each year. Those applicants who are not accepted will be added to a back up list. If any of the applicants who have been accepted to the program should forfeit their acceptance, those applicants on the back up list will be contacted in the order in which their names appear on the list and will be given an opportunity to enroll. If an applicant whose name appears on the back up list is not afforded an opportunity to begin classes during the year in which he or she has made application, that applicant is not guaranteed acceptance in any subsequent year. If the applicant wishes to be considered for acceptance in a subsequent year, he or she must reapply for admission to the program and must complete all applicable admission requirements for that subsequent year as outlined in the SCC general catalog. (Admission requirements may change from year to year for selected programs.)

Any applicant who forfeits his or her acceptance will not be guaranteed acceptance in any subsequent year. The applicant must reapply if he or she wishes to be considered for acceptance at a later date.

PTA program courses begin only in the fall semester of each year.

In order to be considered for acceptance to the PTA program, applicants must complete requirements 1, 2, 3, and 4. Requirement 4 must be completed no later than January of the year of the intended start date.

CRITERIA FOR PROGRESSION

1. For the student to progress in the Physical Therapist Assistant program, a "C" or higher must be achieved in all Physical Therapist Assistant (PTA) and related courses (courses with BIO, MAT and PHY prefixes). Students earning less than a "C" in Physical Therapist Assistant courses will be withdrawn from the PTA program automatically. If a student receives below a "C" (below 78) in the theory component or an unsatisfactory in the clinical component of the PTA courses involving clinical experience, the theory and clinical grades will not be averaged; and a grade of "F" will be submitted for the overall grade for the course.

Grading scale for all PTA courses:

- A 93-100
- B 86-92
- C 78-85
- F a score of less than 78 in theory or an unsatisfactory clinical evaluation

2. In the event that a student's physical or mental health interferes with the student's academic and/or clinical performance, the faculty may require the student to submit written verification of current health from an appropriate health care provider, i.e., physician, nurse practitioner, psychiatrist, or psychologist. Upon consultation with the chairperson of the Allied Health Division and review of the professional statement of health submitted by the student, the Dean of Students will determine if the student may continue in the program. The Dean of Students will notify the student in writing of the decision.
3. In the event that a student's behavior is not consistent with sound PTA practices and/or safety essential to PTAs, the instructors or the chairperson of the Allied Health Division has the authority to remove the student from the clinical setting immediately. Students so removed will be referred to the Dean of Students for further investigation and/or possible dismissal from the PTA program.

READMISSION TO THE PROGRAM

Students desiring readmission to the PTA program must submit an Application for Admission to the Director of Admissions and satisfy all current admission requirements for the program. Students will be permitted to reenter the PTA program no more than once.

Students seeking readmission to the SCC Physical Therapist Assistant program must apply for readmission at least ninety days prior to the beginning of the term in which they are seeking readmission. Only those students whose cumulative GPA is 2.50 or higher at the time of withdrawal from the program will be considered for readmission. When applying for readmission, students who previously completed at least one term in the PTA program must apply to the same term in which they withdrew.

In order to be accepted for advanced standing readmission, the applicant must successfully complete a competency exam administered by the Physical Therapy Department. This competency exam will test the applicant's knowledge of material covered in all Physical Therapy (PTA) classes that were successfully completed up to the point of withdrawal. Applicants will be given one opportunity to complete the competency exam successfully. In addition to successful completion of the competency exam, there must be space available in the PTA program before acceptance will be granted to an applicant seeking readmission.

In the event that more than one applicant is seeking readmission for the same term, acceptance will be awarded in the order in which the applications for admission were received in the SCC Admissions Office. If after successfully completing the competency exam an applicant is denied readmission due to lack of space in the program, that applicant will have an opportunity to apply for readmission to the same term of the following year. The applicant will again be required to complete a competency exam successfully before being readmitted to the PTA program.

Readmission to the PTA program will be granted only to those students formerly enrolled in the Stanly Community College PTA program. Students withdrawn for disciplinary reasons must wait one year from the date of withdrawal before applying for readmission.

CRITERIA FOR GRADUATION

To be eligible for graduation, a student must:

1. Complete all course requirements in the Physical Therapist Assistant curriculum, earning a grade of "C" or higher in the PTA courses and an overall 2.0 major grade point average.
2. Complete an Application for Graduation prior to November 30 for May graduation.
3. Pay a graduation fee at the time of registration for the last semester.

4. Earn at least one-fourth of the credits required for a degree, diploma, or certificate from Stanly Community College.
5. Fulfill all financial obligations to the College.
6. Be present for graduation exercises. Graduation exercises are held on the dates published in the Academic Calendar. In cases of unavoidable circumstances, exceptions to this requirement may be granted by the Dean of Students. (See Graduation in Absentia.) During graduation exercises candidates must be dressed in proper academic attire as determined by the President of the College.

Recommended sequence of courses for Physical Therapist Assistant (1+1) curriculum:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Clinical	
Fall Semester (first year)					
ACA 111	College Student Success	1	0	0	1
BIO 165	Anatomy and Physiology I	3	3	0	4
ENG 111	Expository Writing	3	0	0	3
ENG 115	Oral Communication	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
PTA 110	Introduction to Physical Therapy	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		15	6	0	17
Spring Semester (first year)					
BIO 166	Anatomy and Physiology II	3	3	0	4
ENG 114	Professional Research and Reporting	3	0	0	3
PTA 145	Therapeutic Procedures	2	6	0	4
	Humanities elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		11	9	0	14
Summer Semester (first year)					
PTA 125	Gross and Functional Anatomy	3	6	0	5
PTA 135	Pathology	<u>4</u>	<u>0</u>	<u>0</u>	<u>4</u>
		7	6	0	9
Fall Semester (second year)					
PTA 155	PTA Clinical I	0	0	6	2
PTA 215	Therapeutic Exercise	2	3	0	3
PTA 222	Professional Interactions	2	0	0	2
PTA 225	Introduction to Rehabilitation	<u>3</u>	<u>3</u>	<u>0</u>	<u>4</u>
		7	6	6	11
Spring Semester (second year)					
PSY 150	General Psychology	3	0	0	3
PTA 175	PTA Clinical II	0	0	6	2
PTA 212	Health Care/Resources	2	0	0	2
PTA 235	Neurological Rehabilitation	<u>3</u>	<u>6</u>	<u>0</u>	<u>5</u>
		8	6	6	12
Summer Semester (second year)					
PTA 245	PTA Clinical III	0	0	12	4
PTA 255	PTA Clinical IV	<u>0</u>	<u>0</u>	<u>12</u>	<u>4</u>
		0	0	24	8

TOTAL CREDIT HOURS IN PROGRAM71

RADIOGRAPHY**Associate in Applied Science—A45700**

The Radiography curriculum prepares the graduate to be a radiographer, a skilled health care professional who uses radiation to produce images of the human body.

Course work includes clinical rotations to area health care facilities, radiographic exposure, image processing, radiographic procedures, physics, pathology, patient care and management, radiation protection, quality assurance, anatomy and physiology, and radiobiology.

Graduates of accredited programs are eligible to apply to take the American Registry of Radiologic Technologists national examination for certification and registration as medical radiographers. Graduates may be employed in hospitals, clinics, physicians' offices, medical laboratories, government agencies, and industry.

***A COOPERATIVE TRANSFER PROGRAM OFFERED IN COLLABORATION
WITH ROWAN-CABARRUS COMMUNITY COLLEGE***

Stanly Community College and Rowan-Cabarrus Community College have a transfer arrangement for this program. In this cooperative agreement, students may take several general education courses at Stanly Community College to be transferred to Rowan-Cabarrus. Specialty courses (core courses) will be taught at Rowan-Cabarrus Community College. The Associate in Applied Science degree in Radiography will be awarded by Rowan-Cabarrus Community College.

REAL ESTATE
Certificate—C25400
(Offered during evening only)

The Real Estate curriculum provides the prelicensing education required by the North Carolina Real Estate Commission, prepares individuals to enter the profession, and offers additional education to meet professional development needs.

Course work includes the practices and principles of real estate emphasizing financial and legal applications, property development, and property values.

Graduates should qualify for North Carolina Real Estate Sales and Broker examinations. They should be able to enter apprenticeship training and to provide real estate services to consumers in a competent manner.

Required courses for Real Estate curriculum:

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
RLS 112	Real Estate Fundamentals	4	0	0	4
RLS 113	Real Estate Mathematics	2	0	0	2
RLS 114	Real Estate Brokerage	2	0	0	2
RLS 115	Real Estate Finance	2	0	0	2
RLS 116	Real Estate Law	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
		12	0	0	12

TOTAL CREDIT HOURS IN PROGRAM 12

RESPIRATORY CARE

Associate in Applied Science—A45720

The Respiratory Care curriculum prepares individuals to function as respiratory care technicians and/or respiratory care therapists. In these roles, individuals perform diagnostic testing, treatments, and management of patients with heart and lung diseases.

Students will master skills in patient assessment and treatment of cardiopulmonary diseases. These skills include life support, monitoring, drug administration, and treatment of patients of all ages in a variety of settings.

Graduates of accredited programs may be eligible to take entry-level examinations from the National Board of Respiratory Care. Therapy graduates may also take the Advanced Practitioner examination. Graduates may be employed in hospitals, clinics, nursing homes, education, industry, and home care.

ADDITIONAL INFORMATION

Upon completion of all required course work, the student will be awarded an Associate in Applied Science degree in Respiratory Care. To work as a respiratory care practitioner, graduates may then sit for credentialing examination, which will allow them to be licensed in most states. (Licensure requirements vary by state.) This procedure is separate from Stanly Community College and the graduation process.

The Respiratory Care program at Stanly Community College has been granted accreditation status by the Joint Review Committee for Respiratory Therapy Education in conjunction with the CAAHEP.

ADMISSION REQUIREMENTS

1. Submit to the Admissions Office at Stanly Community College a properly completed Application for Admission.
2. Submit to the Admissions Office an official copy of a high school transcript showing successful completion of all requirements for graduation. A GED certificate indicating a passing score or an adult high school diploma is acceptable in lieu of a regular high school diploma.

An official transcript copy from each college, university, or other post-secondary institution attended by the applicant must be sent to the SCC Admissions Office.

3. Submit evidence of completion of high school or college biology, chemistry, and algebra with a grade of "C" or better before entry into the program. These prerequisite courses are available through the College. Applicants wishing to complete the above prerequisite courses at other institutions must receive prior approval from the Director of Admissions at Stanly Community College.
4. Successfully complete the Stanly Community College placement test (ACT ASSET) with the following minimum scores: Writing, 42; Reading, 43; Numerical, 36. Respiratory Care applicants who fail to achieve the required minimum scores on the first attempt of the ACT ASSET may retest once during a two-year period. When retesting, applicants will retest only on those sections that were not successfully completed on the first attempt. Before retesting, an applicant must successfully complete course(s) recommended by the SCC Admissions Office. A minimum waiting period of three months is required before retesting.
5. Submit to the SCC Admissions Office a properly completed medical form (supplied by the Admissions Office) after acceptance to the program. The medical form is to be signed by a

licensed physician and received in the SCC Admissions Office by the due date specified on the applicant's letter of acceptance.

6. After acceptance to the program, submit to the Admissions Office at SCC current CPR certification. Current CPR certification is required throughout the student's attendance in the Respiratory Care program.

The Respiratory Care program accepts a maximum of 24 students each year. Applicants are accepted on a first-come, first-served basis after completing admission requirements 1 and 4 above. Applicants who apply to the Respiratory Care program after the 24 seats are filled will be placed on a back up list in the order in which they completed admission requirements 1 and 4 above. If any of the applicants who have been accepted to the program should forfeit their acceptance, those applicants on the back up list will be contacted in the order in which their names appear on the list and will be given an opportunity to enroll.

If an applicant whose name appears on the back up list is not afforded an opportunity to begin classes during the year in which he or she has made application, that applicant will need to submit another application in order to be considered for admission that following year. (Admission requirements may change from year to year for selected programs.)

Any applicant who forfeits his or her acceptance will not be guaranteed acceptance in any subsequent year. The applicant must reapply if he or she wishes to be considered for acceptance at a later date.

CRITERIA FOR PROGRESSION

1. For a student to progress in the Respiratory Care program, a "C" or higher must be achieved for all respiratory and respiratory-related courses (courses with prefixes of BIO, MAT, and RCP). Students earning less than a "C" in these courses or an unsatisfactory in a clinical course will be withdrawn from the respiratory program automatically.

Grading scale for all RCP courses:

- | | |
|---|-------------------------|
| A | 93-100 |
| B | 86-92 |
| C | 78-85 |
| F | A score of less than 78 |
2. In the event that a student's physical or mental health interferes with the student's academic and/or clinical performance, the respiratory faculty may require the student to submit written verification of current health from an appropriate health care provider; i.e., physician, nurse practitioner, psychiatrist, or psychologist. Upon consultation with the chairperson of the Allied Health Division and review of the professional statement of health submitted by the student, the Dean of Students will render a decision as to whether the student will be allowed to continue in the program. The Dean of Students will notify the student in writing of the decision.
 3. In the event that a student's behavior is not consistent with sound respiratory practices and/or safety essential to respiratory, the instructors or the chairperson of the Allied Health Division has the authority to remove the student immediately. Students so removed will be referred to the Dean of Students for further investigation and/or possible dismissal from the respiratory program.

CRITERIA FOR GRADUATION

To be eligible for graduation a student must:

1. Complete all course requirements in the Respiratory Care curriculum, earning a grade of "C" or higher in the respiratory courses and an overall 2.00 grade point average.

2. Complete an Application for Graduation prior to November 30 for May graduation.
3. Pay a graduation fee at the time of registration for the last semester.
4. Earn at least one-fourth of the credits required for a degree, diploma, or certificate from Stanly Community College.
5. Fulfill all financial obligations to the College.
6. Be present for graduation exercises. Graduation exercises are held on the dates published in the Academic Calendar. In cases of unavoidable circumstances, exceptions to this requirement may be granted by the Dean of Students. (See Graduation in Absentia.) During graduation exercises candidates must be dressed in proper academic attire as determined by the President of the College.

READMISSION TO THE PROGRAM

Students desiring readmission to the Respiratory Care program must submit an Application for Admission to the Director of Admissions and satisfy all current admission requirements for the program. Students will be permitted to reenter the Respiratory Care program no more than once.

Students seeking readmission to the SCC Respiratory Care program must apply for readmission at least ninety days prior to the beginning of the term in which they are seeking readmission. Only those students whose cumulative GPA is 2.50 or higher at the time of withdrawal from the program will be considered for readmission. When applying for readmission, students who previously completed at least one term in the Respiratory Care program must apply to the same term in which they withdrew.

In order to be accepted for advanced standing readmission, the applicant must successfully complete a competency exam administered by the Respiratory Care Department. This competency exam will test the applicant's knowledge of material covered in all Respiratory Care (RCP) classes that were successfully completed up to the point of withdrawal. Applicants will be given one opportunity to complete the competency exam successfully.

In addition to successful completion of the competency exam, there must be space available in the Respiratory Care program before acceptance will be granted to an applicant seeking readmission. In the event that more than one applicant is seeking readmission for the same term, acceptance will be awarded in the order in which the applications for admission were received in the SCC Admissions Office. If after successfully completing the competency exam an applicant is denied readmission due to lack of space in the program, that applicant will have an opportunity to apply for readmission to the same term of the following year. The applicant will again be required to complete a competency exam successfully before being readmitted to the Respiratory Care programs.

Readmission to the Respiratory Care program will be granted only to those students formerly enrolled in the Stanly Community College Respiratory Care program. Students withdrawn for disciplinary reasons must wait one year from the date of withdrawal before applying for readmission.

Recommended sequence of courses for Respiratory Care curriculum:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Clinical	
Fall Semester (first year)					
ACA 111	College Student Success	1	0	0	1
BIO 165	Anatomy and Physiology I	3	3	0	4
ENG 111	Expository Writing	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
PSY 150	General Psychology	3	0	0	3
RCP 110	Introduction to Respiratory Care	3	3	0	4
RCP 115	C-P Pathophysiology	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
		18	6	0	20
Spring Semester (first year)					
BIO 166	Anatomy and Physiology II	3	3	0	4
ENG 114	Professional Research and Reporting	3	0	0	3
RCP 111	Therapeutics/Diagnostics	4	3	0	5
RCP 113	RCP Pharmacology	2	0	0	2
RCP 135	RCP Clinical Practice I	<u>0</u>	<u>0</u>	<u>15</u>	<u>5</u>
		12	6	15	19
Summer Semester (first year)					
RCP 112	Patient Management	3	3	0	4
RCP 144	RCP Clinical Practice II	<u>0</u>	<u>0</u>	<u>12</u>	<u>4</u>
		3	3	12	8
Fall Semester (second year)					
ENG 115	Oral Communication	3	0	0	3
RCP 210	Critical Care Concepts	3	3	0	4
RCP 214	Neonatal/Ped's Respiratory Care	1	3	0	2
RCP 235	RCP Clinical Practice IV	<u>0</u>	<u>0</u>	<u>15</u>	<u>5</u>
		7	6	15	14
Spring Semester (second year)					
RCP 211	Advanced Monitoring/Procedures	3	3	0	4
RCP 212	Home Care/Rehabilitation	2	0	0	2
RCP 246	RCP Clinical Practice V	0	0	18	6
	Humanities elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		8	3	18	15

TOTAL CREDIT HOURS IN PROGRAM76

WELDING TECHNOLOGY

Certificate—C50420

(Offered during evening only)

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metal industries.

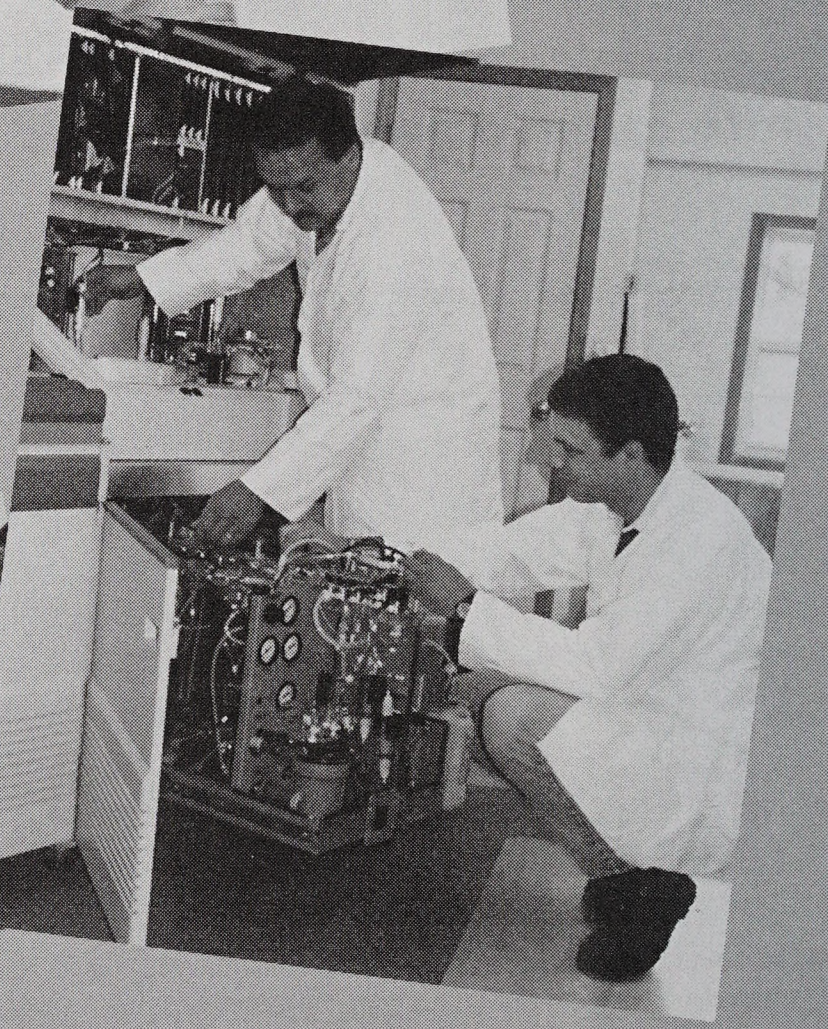
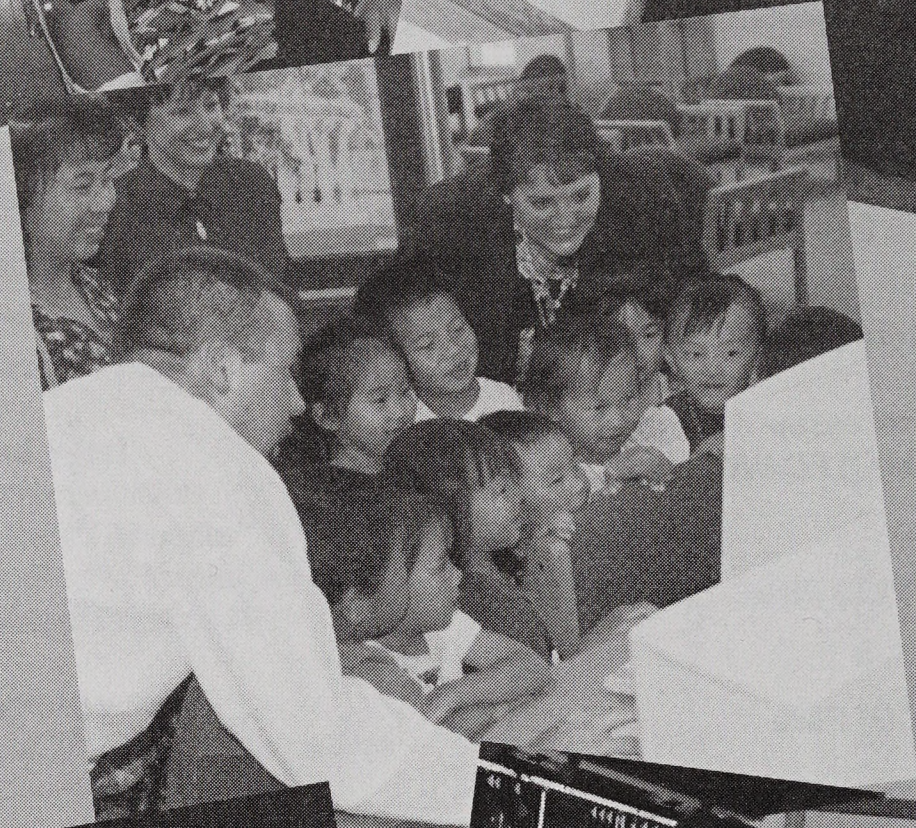
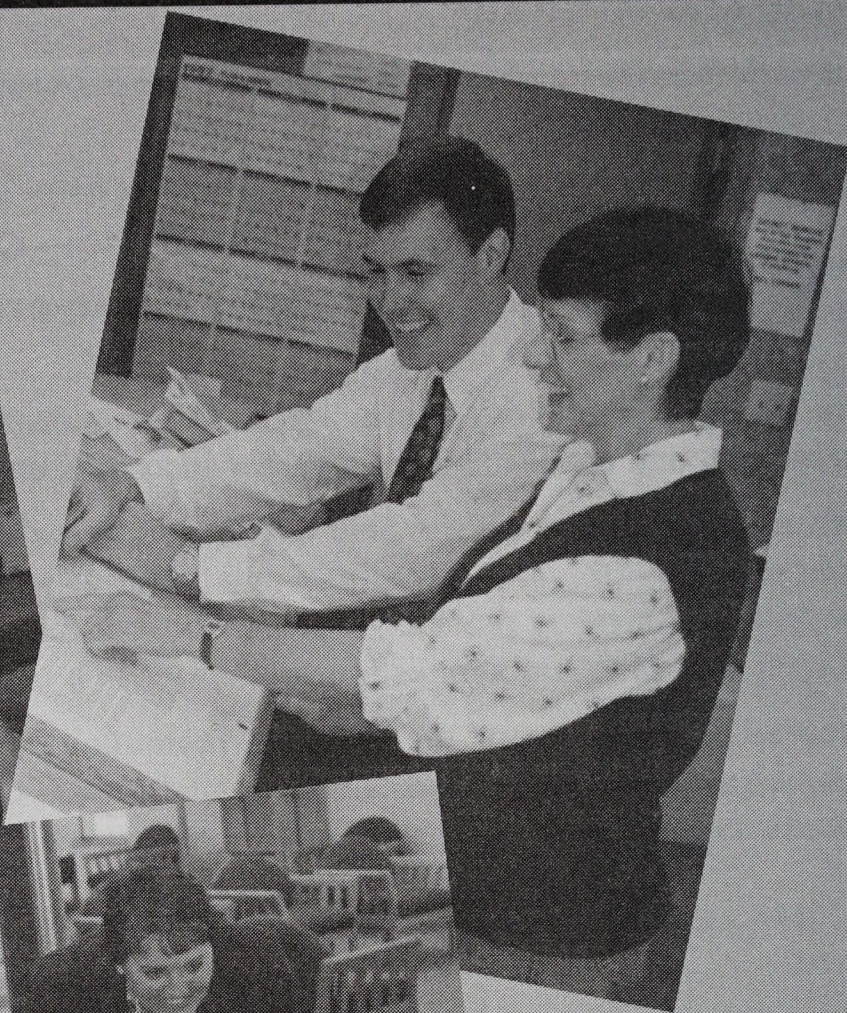
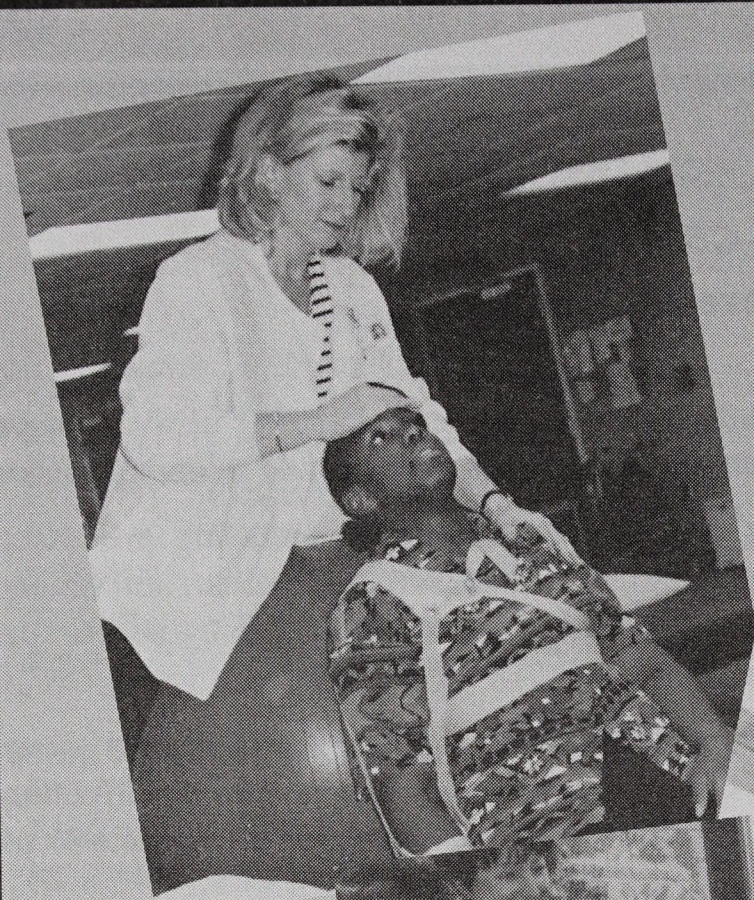
Instruction includes consumable and nonconsumable electrode welding and cutting processes. Courses in math, blueprint reading, metallurgy, welding inspection, and destructive and nondestructive testing provide the student with industry-standard skills developed through classroom training and practical application.

Successful graduates of the Welding Technology curriculum may be employed as entry-level technicians in welding and metalworking industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related self-employment.

Recommended sequence of courses for Welding Technology curriculum:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
Fall Semester					
WLD 110	Cutting Processes	1	3	0	2
WLD 121	GMAW (MIG) FCAW/Plate	<u>2</u>	<u>6</u>	<u>0</u>	<u>4</u>
		3	9	0	6
Spring Semester					
WLD 115	SMAW (Stick) Plate	2	9	0	5
Summer Semester					
WLD 131	GTAW (TIG) Plate	2	6	0	4

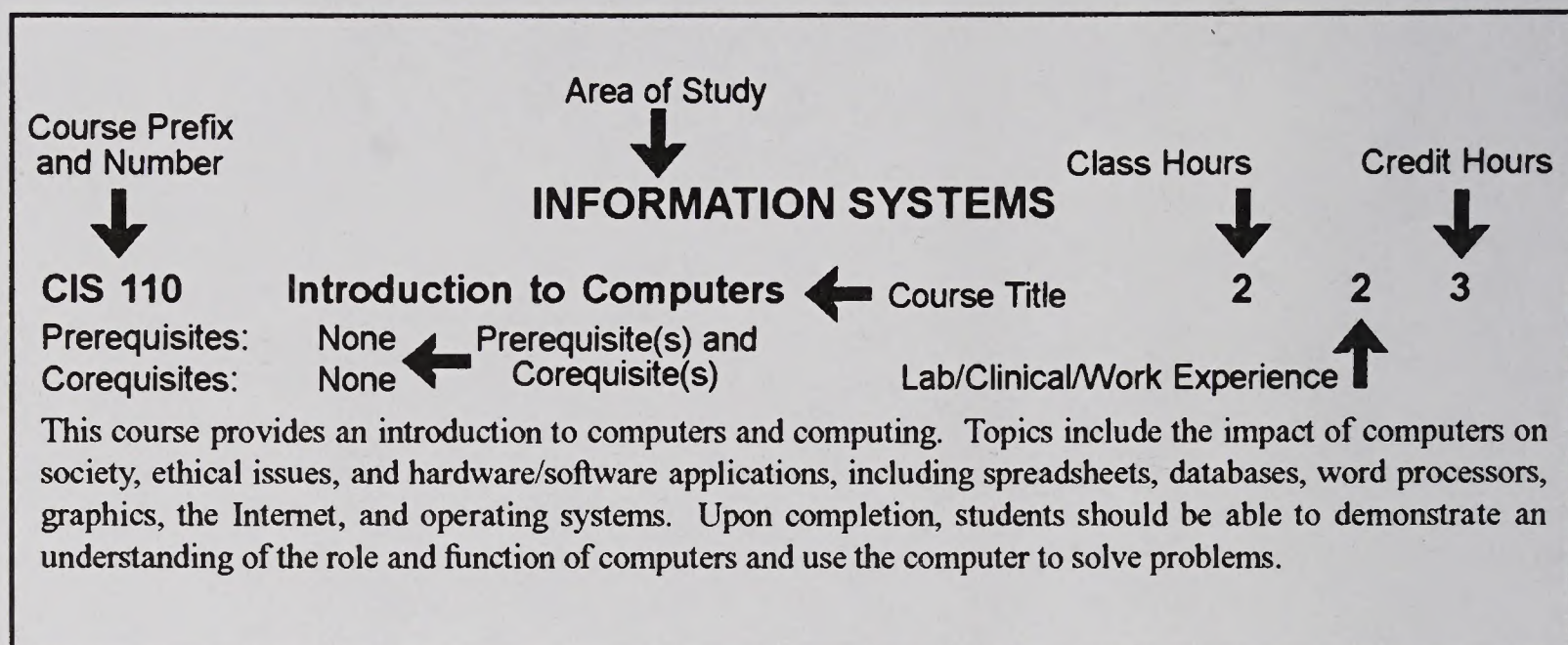
TOTAL CREDIT HOURS IN PROGRAM 15



Course Descriptions

COURSE DESCRIPTIONS

The courses that follow are an alphabetical listing by course prefixes of curriculum courses offered by Stanly Community College. Each entry includes:



- ◆ **Course prefix** indicates the subject area of the courses, such as ENG (English) and MAT (mathematics).
- ◆ **Course number** indicates the level of the course. Numbers that begin with zero designate developmental courses and are not applicable toward graduation requirements.
- ◆ **Course title** indicates the general course topic.
- ◆ **Contact and credit numbers** indicate the class hours, laboratory/clinical/work experience hours, and credit hours earned for the course. For example:

3-0-3: course meets 3 class and 0 laboratory/clinical/work experience hours per week and earns 3 semester credit hours.

5-9-8: course meets 5 class and 9 laboratory/clinical/work experience hours per week and earns 8 semester credit hours.

A breakdown of laboratory/clinical/work experience hours may be found in the Programs of Study section of this catalog.

- ◆ **Prerequisite** indicates a course that must be taken before the described course may be taken.
- ◆ **Corequisite** indicates a course that must be taken in the same semester as the described course.

ACADEMIC RELATED

ACA 090 Study Skills 3 0 3

Prerequisites: None

Corequisites: None

This course is intended for those who placed into credit-level course work but who are not maintaining satisfactory academic progress toward meeting program goals. Topics include study skills, note taking, learning styles and strategies, test taking, goal setting, and self-assessment skills. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals.

ACA 111 College Student Success 1 0 1

Prerequisites: None

Corequisites: None

This course introduces the college’s physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.

ACCOUNTING

ACC 120 Principles of Accounting I 3 2 4

Prerequisites None

Corequisites: None

This course introduces the basic principles and procedures of accounting. Emphasis is placed on collecting, summarizing, analyzing, and reporting financial information. Upon completion, students should be able to analyze data and prepare journal entries and reports as they relate to the accounting cycle.

ACC 121 Principles of Accounting II 3 2 4

Prerequisites: ACC 120

Corequisites: None

This course is a continuation of ACC 120. Emphasis is placed on corporate and managerial accounting for both external and internal reporting and decision making. Upon completion, students should be able to analyze and record corporate transactions, prepare financial statements and reports, and interpret them for management.

ACC 131 Federal Income Taxes 2 2 3

Prerequisites: None

Corequisites: None

This course provides an overview of federal income taxes for individuals, partnerships, and corporations. Emphasis is placed on the application of the Internal Revenue Code to preparation of tax returns for individuals, partnerships, and corporations. Upon completion, students should be able to complete federal tax returns for individuals, partnerships, and corporations.

ACC 140 Payroll Accounting 1 2 2

Prerequisites: ACC 115 or ACC 120

Corequisites: None

This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social

security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries.

ACC 150 Computerized General Ledger **1 2 2**

Prerequisites: ACC 115 or ACC 120

Corequisites: None

This course introduces microcomputer applications related to the major accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to solve accounting problems.

ACC 220 Intermediate Accounting I **3 2 4**

Prerequisites: ACC 121

Corequisites: None

This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and statements and extensive analyses of balance sheet components. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards.

ACC 221 Intermediate Accounting II **3 2 4**

Prerequisites: ACC 220

Corequisites: None

This course is a continuation of ACC 220. Emphasis is placed on special problems which may include leases, bonds, investments, ratio analyses, present value applications, accounting changes, and corrections. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

ACC 225 Cost Accounting **3 0 3**

Prerequisites: ACC 121

Corequisites: None

This course introduces the nature and purposes of cost accounting as an information system for planning and control. Topics include direct materials, direct labor, factory overhead, process, job order, and standard cost systems. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

ACC 227 Practices in Accounting **3 0 3**

Prerequisites: ACC 220

Corequisites: None

This course provides an advanced in-depth study of selected topics in accounting using case studies and individual and group problem solving. Topics include cash flow, financial statement analysis, individual and group problem solving, practical approaches to dealing with clients, ethics, and critical thinking. Upon completion, students should be able to demonstrate competent analytical skills and effective communication of their analysis in written and/or oral presentations.

ACC 269 Auditing **3 0 3**

Prerequisites: ACC 220

Corequisites: None

This course covers the overall framework of the process of conducting audits and investigations. Emphasis is placed on collecting data from working papers, arranging and systematizing the audit,

and writing the audit report. Upon completion, students should be able to demonstrate competence in applying the generally accepted auditing standards and the procedures for conducting an audit.

AIR CONDITIONING, HEATING, AND REFRIGERATION

AHR 120	HVACR Maintenance	1	3	2
Prerequisites:	None			
Corequisites:	None			

This course introduces the basic principles of industrial air conditioning and heating systems. Emphasis is placed on preventive maintenance procedures for heating and cooling equipment and related components. Upon completion, students should be able to perform routine preventive maintenance tasks, maintain records, and assist in routine equipment repairs.

ANTHROPOLOGY

ANT 220	Cultural Anthropology	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course introduces the nature of human culture. Emphasis is placed on cultural theory, methods of fieldwork, and cross-cultural comparisons in the areas of ethnology, language, and the cultural past. Upon completion, students should be able to demonstrate an understanding of basic cultural processes and how cultural data are collected and analyzed. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

ANT 221	Comparative Cultures	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course provides an ethnographic survey of societies around the world covering their distinctive cultural characteristics and how these relate to cultural change. Emphasis is placed on the similarities and differences in social institutions such as family, economics, politics, education, and religion. Upon completion, students should be able to demonstrate knowledge of a variety of cultural adaptive strategies. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

ART

ART 111	Art Appreciation	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

AMERICAN SIGN LANGUAGE

ASL 111 Elementary American Sign Language I 3 0 3

Prerequisites: None

Corequisites: None

This course introduces the fundamental elements of American Sign Language. Emphasis is placed on the development of basic expressive and receptive skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to expressive American Sign Language.

AUTOMATION TRAINING

ATR 213 Programmable Controllers 3 3 4

Prerequisites: ELC 131

Corequisites: None

This course provides a detailed study of the PLC, related hardware and programming format, and applications in the automated work cell. Topics include input/output modules, power supplies, operator interface, ladder logic, and Boolean language programming. Upon completion, students should be able to install, program, and maintain PLC-controlled systems.

ATR 215 Sensors and Transducers 2 3 3

Prerequisites: ELN 131

Corequisites: None

This course provides the theory and application of sensors typically found in an automated manufacturing system. Topics include physical properties, operating range, and other characteristics of numerous sensors and transducers used to detect temperature, pressure, position, and other desired physical parameters. Upon completion, students should be able to properly interface a sensor to a PLC, PC, or process control system.

AUTOMOTIVE BODY REPAIR

AUB 111 Painting and Refinishing I 2 6 4

Prerequisites: None

Corequisites: None

This course introduces the proper procedures for using automotive refinishing equipment and materials in surface preparation and application. Topics include federal, state, and local regulations, personal safety, refinishing equipment and materials, surface preparation, masking, application techniques, and other related topics. Upon completion, students should be able to identify and use proper equipment and materials in refinishing following accepted industry standards.

AUB 112 Painting and Refinishing II 2 6 4

Prerequisites: AUB 111

Corequisites: None

This course covers advanced painting techniques and technologies with an emphasis on identifying problems encountered by the refinishing technician. Topics include materials application, color matching, correction of refinishing problems, and other related topics. Upon completion, students should be able to perform spot, panel, and overall refinishing repairs and identify and correct refinishing problems.

AUB 114 Special Finishes **1 2 2**

Prerequisites: AUB 111

Corequisites: None

This course introduces multistage finishes, custom painting, and protective coatings. Topics include base coats, advanced intermediate coats, clear coats, and other related topics. Upon completion, students should be able to identify and apply specialized finishes based on accepted industry standards.

AUB 121 Nonstructural Damage I **1 4 3**

Prerequisites: None

Corequisites: None

This course introduces safety, tools, and the basic fundamentals of body repair. Topics include shop safety, damage analysis, tools and equipment, repair techniques, materials selection, materials usage, and other related topics. Upon completion, students should be able to identify and repair minor direct and indirect damage including removal/repairing/replacing of body panels to accepted standards.

AUB 122 Nonstructural Damage II **2 6 4**

Prerequisites: None

Corequisites: None

This course covers safety, tools, and advanced body repair. Topics include shop safety, damage analysis, tools and equipment, advanced repair techniques, materials selection, materials usage, movable glass, and other related topics. Upon completion, students should be able to identify and repair or replace direct and indirect damage to accepted standards including movable glass and hardware.

AUB 131 Structural Damage I **2 4 4**

Prerequisites: None

Corequisites: None

This course introduces safety, equipment, structural damage analysis, and damage repairs. Topics include shop safety, design and construction, structural analysis and measurement, equipment, structural glass, repair techniques, and other related topics. Upon completion, students should be able to analyze and perform repairs to a vehicle which has received light/moderate structural damage.

AUB 132 Structural Damage II **2 6 4**

Prerequisites: AUB 131

Corequisites: None

This course provides an in-depth study of structural damage analysis and repairs to vehicles that have received moderate to heavy structural damage. Topics include shop safety, structural analysis and measurement, equipment, structural glass, advanced repair techniques, structural component replacement and alignment, and other related topics. Upon completion, students should be able to analyze and perform repairs according to industry standards.

AUB 134 Autobody MIG Welding **1 4 3**

Prerequisites: None

Corequisites: None

This course covers the terms and procedures for welding the various metals found in today's autobody repair industry with an emphasis on personal/environmental safety. Topics include safety and precautionary measures, setup/operation of MIG equipment, metal identification methods, types of welds/joints, techniques, inspection methods, and other related topics. Upon completion, students should be able to demonstrate a basic knowledge of welding operations and safety procedures according to industry standards.

AUB 136 Plastics and Adhesives 1 4 3

Prerequisites: None

Corequisites: None

This course covers safety, plastic and adhesive identification, and the various repair methods of automotive plastic components. Topics include safety, identification, preparation, material selection, and the various repair procedures including refinishing. Upon completion, students should be able to identify, remove, repair, and/or replace automotive plastic components in accordance with industry standards.

BIOLOGY

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by that college's placement test.

BIO 090 Foundations of Biology 3 2 4

Prerequisites: None

Corequisites: RED 090

This course introduces basic biological concepts. Topics include basic biochemistry, cell structure and function, interrelationships among organisms, scientific methodology, and other related topics. Upon completion, students should be able to demonstrate preparedness for college-level biology courses.

BIO 111 General Biology I 3 3 4

Prerequisites: None

Corequisites: None

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

BIO 112 General Biology II 3 3 4

Prerequisites: BIO 111

Corequisites: None

This course is a continuation of BIO 111. Emphasis is placed on organisms, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

BIO 161 Introduction to Human Biology 3 0 3

Prerequisites: None

Corequisites: None

This course provides a basic survey of human biology. Emphasis is placed on the basic structure and function of body systems and the medical terminology used to describe normal and pathological states. Upon completion, students should be able to demonstrate an understanding of normal anatomy and physiology and the appropriate use of medical terminology.

BIO 163

Basic Anatomy and Physiology

425

Prerequisites: None

Corequisites: None

This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships.

BIO 165

Anatomy and Physiology I

334

Prerequisites: None

Corequisites: None

This course is the first of a two-course sequence which provides a comprehensive study of the anatomy and physiology of the human body. Topics include the structure, function, and interrelationship of organ systems with emphasis on the processes which maintain homeostasis. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

BIO 166

Anatomy and Physiology II

334

Prerequisites: BIO 165

Corequisites: None

This course is the second in a two-course sequence which provides a comprehensive study of the anatomy and physiology of the human body. Topics include the structure, function, and interrelationship of organ systems with emphasis on the processes which maintain homeostasis. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and the interrelationships of all body systems.

BIO 175

General Microbiology

223

Prerequisites: BIO 110, BIO 163, BIO 166, or BIO 169

Corequisites: None

This course covers principles of microbiology with emphasis on microorganisms and human disease. Topics include an overview of microbiology and aspects of medical microbiology, identification and control of pathogens, disease transmission, host resistance, and immunity. Upon completion, students should be able to demonstrate knowledge of microorganisms and the disease process as well as aseptic and sterile techniques.

BIO 271

Pathophysiology

303

Prerequisites: BIO 163, BIO 166, or BIO 169

Corequisites: None

This course provides an in-depth study of human pathological processes and their effects on homeostasis. Emphasis is placed on interrelationships among organ systems in deviations from homeostasis. Upon completion, students should be able to demonstrate a detailed knowledge of pathophysiology.

BIOMEDICAL EQUIPMENT TECHNOLOGY

BMT 111

Introduction to Biomedical Field

101

Prerequisites: None

Corequisites: None

This course introduces the fundamental concepts of the health care delivery system. Topics include hospital organization and structure, BMET duties and responsibilities, and the professional and

social interrelationships between services. Upon completion, students should be able to demonstrate an understanding of hospital organization as related to BMET duties.

BMT 112 Hospital Safety Standards **2 2 3**

Prerequisites: None

Corequisites: None

This course covers national, state, and local standards pertaining to hospital safety. Topics include electrical safety, gas safety, SMDA reporting, and JCAHO and FPA compliance. Upon completion, students should be able to conduct PM and safety inspections in compliance with safety regulations.

BMT 113 Medical Electronics **3 6 5**

Prerequisites: ELC 112 or ELC 131

Corequisites: None

This course includes circuit approximations for semiconductor devices. Topics include first, second, and third approximations; biasing considerations; instrumentation amplifiers; and nonlinear applications. Upon completion, students should be able to analyze and approximate the operation of semiconductor devices used in medical equipment.

BMT 211 Biomedical Measurements **2 2 3**

Prerequisites: None

Corequisites: None

This course introduces the human-instrument system and problems encountered in attempting to obtain measurements from a living body. Topics include electrodes, transducers, instrumentation, amplifiers, electrocardiographs, monitors, recorders, defibrillators, ESU units, and related equipment. Upon completion, students should be able to analyze, troubleshoot, repair, and calibrate diagnostic and therapeutic equipment.

BMT 212 BMET Instrumentation I **3 6 5**

Prerequisites: None

Corequisites: None

This course covers theory of operation, circuit analysis, troubleshooting techniques, and medical applications for a variety of instruments and devices. Topics include instruments found in clinical laboratories, intensive care units, and research facilities. Upon completion, students should be able to repair, calibrate, and certify that instrumentation meets manufacturers' original specifications.

BMT 213 BMET Instrumentation II **2 3 3**

Prerequisites: BMT 212

Corequisites: None

This course provides continued study of theory of operation, circuit analysis, troubleshooting techniques, and medical applications for a variety of instruments and devices. Topics include instruments found in clinical laboratories, intensive care units, and research facilities. Upon completion, students should be able to repair, calibrate, and certify that instrumentation meets manufacturers' original specifications.

BMT 222 Imaging Techniques **3 0 3**

Prerequisites: None

Corequisites: None

This course covers imaging techniques associated with X-ray, CT scan, magnetic imaging, and ultrasound. Topics include radiation interaction with matter, X-ray emissions, beam restricting devices, and data display techniques. Upon completion, students should be able to understand the operation of the various components that make up typical digital imaging devices.

BMT 222A	Imaging Techniques Lab	0	6	2
Prerequisites:	None			
Corequisites:	BMT 222			

This course introduces practical examples of servicing and adjusting imaging equipment. Topics include radiation interaction with matter, X-ray emissions, beam restricting devices, and data display techniques. Upon completion, students should be able to analyze, troubleshoot, repair, and calibrate typical imaging equipment and devices.

BMT 224	Biomedical Laser/Fiber Optics	3	3	4
Prerequisites:	None			
Corequisites:	None			

This course covers fundamental concepts of medical lasers and medical applications of fiber optics. Topics include laser energy generation and usage in surgery, including ophthalmic, plaque removal, cosmetic, and other related medical procedures. Upon completion, students should be able to evaluate, calibrate, align, and provide safety instruction in the use of medical lasers and fiber optics.

BLUEPRINT READING

BPR 111	Blueprint Reading	1	2	2
Prerequisites:	None			
Corequisites:	None			

This course introduces the basic principles of blueprint reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic blueprints and visualize the features of a part.

BUSINESS

BUS 110	Introduction to Business	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects.

BUS 115	Business Law I	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations. Additional topics include bailments, sales, and risk-bearing.

BUS 116	Business Law II	3	0	3
Prerequisites:	BUS 115			
Corequisites:	None			

This course continues the study of ethics and business law. Emphasis is placed on bailments, sales, risk-bearing, forms of business ownership, and copyrights. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations.

BUS 135 Principles of Supervision**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces the basic responsibilities and duties of the supervisor and his/her relationship to higher level supervisors, subordinates, and associates. Emphasis is placed on effective utilization of the work force and understanding the role of the supervisor. Upon completion, students should be able to apply supervisory principles in the workplace.

BUS 137 Principles of Management**3 0 3**

Prerequisites: None

Corequisites: None

This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management.

BUS 147 Business Insurance**3 0 3**

Prerequisites: None

Corequisites: None

This course surveys the basic concepts of risk management. Topics include principles and applications of health, property, life, and casualty insurance. Upon completion, students should be able to evaluate different insurance needs and assist an organization in acquiring adequate insurance coverage.

BUS 148 Survey of Real Estate**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces real estate principles and practices. Topics include real estate finance, real estate law, brokerage, land use planning, property management, and valuation. Upon completion, students should be able to explain basic procedures involved in the lease, purchase, and sale of real property.

BUS 153 Human Resource Management**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces the functions of personnel/human resource management within an organization. Topics include equal opportunity and the legal environment, recruitment and selection, performance appraisal, employee development, compensation planning, and employee relations. Upon completion, students should be able to anticipate and resolve human resource concerns.

BUS 210 Investment Analysis**3 0 3**

Prerequisites: ACC 111 or ACC 120

Corequisites: None

This course examines the concepts related to financial investment and the fundamentals of managing investments. Emphasis is placed on the securities markets, stocks, bonds, and mutual funds, as well as tax implications of investment alternatives. Upon completion, students should be able to analyze and interpret investment alternatives and report findings to users of financial information.

BUS 217 Employment Law and Regulations**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces the principal laws and regulations affecting public and private organizations and their employees or prospective employees. Topics include fair employment practices, EEO,

affirmative action, and employee rights and protections. Upon completion, students should be able to evaluate organization policy for compliance and assure that decisions are not contrary to law.

BUS 220 Purchasing 3 0 3
Prerequisites: None
Corequisites: None

This course introduces the purchasing function and explains its role in business. Topics include the legal and ethical aspects of purchasing, quality assurance, and the application of purchasing formulas and methods for cost analysis. Upon completion, students should be able to complete a purchase transaction incorporating legal, ethical, quality, and cost considerations.

BUS 225 Business Finance 2 2 3
Prerequisites: ACC 120
Corequisites: None

This course provides an overview of business financial management. Emphasis is placed on financial statement analysis, time value of money, management of cash flow, risk and return, and sources of financing. Upon completion, students should be able to interpret and apply the principles of financial management.

BUS 230 Small Business Management 3 0 3
Prerequisites: None
Corequisites: None

This course introduces the challenges of entrepreneurship including the start-up and operation of a small business. Topics include market research techniques, feasibility studies, site analysis, financing alternatives, and managerial decision making. Upon completion, students should be able to develop a small business plan.

BUS 235 Performance Management 3 0 3
Prerequisites: None
Corequisites: None

This course includes the legal background for performance management and the basic methodology used in developing and validating a performance management system. Emphasis is placed on job analysis, job descriptions, appraisal instruments, and action plans. Upon completion, students should be able to develop, implement, and maintain a comprehensive performance management system.

BUS 238 Integrated Management 3 0 3
Prerequisites: BUS 137
Corequisites: None

This course provides a management simulation exercise in which students make critical managerial decisions based upon the situations that arise in operating competitive business enterprises. Topics include operations management, forecasting, budgeting, purchasing, facility layout, aggregate planning, and work improvement techniques. Upon completion, students should be able to perform the variety of analytical and decision-making requirements that will be faced in a business.

BUS 239 Business Applications Seminar 1 2 2
Prerequisites: ACC 120, BUS 115, BUS 137, MKT 120, and either ECO 151, ECO 251, or ECO 252
Corequisites: None

This course is designed as a capstone course for Business Administration majors. Emphasis is placed on decision making in the areas of management, marketing, production, purchasing, and finance. Upon completion, students should be able to apply the techniques, processes, and vital professional skills needed in the workplace.

BUS 240 Business Ethics**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces contemporary and controversial ethical issues that face the business community. Topics include moral reasoning, moral dilemmas, law and morality, equity, justice and fairness, ethical standards, and moral development. Upon completion, students should be able to demonstrate an understanding of their moral responsibilities and obligations as members of the work force and society.

BUS 253 Leadership and Management Skills**3 0 3**

Prerequisites: None

Corequisites: None

This course includes a study of the qualities, behaviors, and personal styles exhibited by leaders. Emphasis is placed on coaching, counseling, team building, and employee involvement. Upon completion, students should be able to identify and exhibit the behaviors needed for organizational effectiveness.

BUS 255 Organizational Behavior in Business**3 0 3**

Prerequisites: None

Corequisites: None

This course covers the impact of different management practices and leadership styles on worker satisfaction and morale, organizational effectiveness, productivity, and profitability. Topics include a discussion of formal and informal organizations, group dynamics, motivation, and managing conflict and change. Upon completion, students should be able to analyze different types of interpersonal situations and determine an appropriate course of action.

BUS 270 Professional Development**3 0 3**

Prerequisites: None

Corequisites: None

This course provides basic knowledge of self-improvement techniques as related to success in the professional world. Topics include positive human relations, job-seeking skills, and projecting positive self-image. Upon completion, students should be able to demonstrate competent personal and professional skills necessary to get and keep a job.

BUS 285 Business Management Issues**2 2 3**

Prerequisites: BUS 137

Corequisites: None

This course covers contemporary issues that affect successful businesses and their managers and employees. Emphasis is placed on using case studies and exercises to develop analytical and problem-solving skills, ethics, quality management concepts, team skills, and effective communication. Upon completion, students should be able to apply the specific knowledge and skills covered to become more effective managers and employees.

COMPUTER ENGINEERING TECHNOLOGY**CET 111 Computer Upgrade/Repair I****2 3 3**

Prerequisites: None

Corequisites: None

This course is the first of two courses covering repairing, servicing, and upgrading computers and peripherals in preparation for industry certification. Topics include safety practices, CPU/memory/bus identification, disk subsystem, hardware/software installation/configuration, common device

drivers, data recovery, system maintenance, and other related topics. Upon completion, students should be able to safely repair and/or upgrade computer systems to perform within specifications.

CHEMISTRY

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by that college's placement test.

CHM 090 Chemistry Concepts

4 0 4

Prerequisites: None

Corequisites: None

This course provides a nonlaboratory based introduction to basic concepts of chemistry. Topics include measurements, matter, energy, atomic theory, bonding, molecular structure, nomenclature, balancing equations, stoichiometry, solutions, acids and bases, gases, and basic organic chemistry. Upon completion, students should be able to understand and apply basic chemical concepts necessary for success in college-level science courses.

CHM 151 General Chemistry I

3 3 4

Prerequisites: None

Corequisites: None

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

CHM 152 General Chemistry II

3 3 4

Prerequisites: CHM 151

Corequisites: None

This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

INFORMATION SYSTEMS

CIS 110 Introduction to Computers

2 2 3

Prerequisites: None

Corequisites: None

This course provides an introduction to computers and computing. Topics include the impact of computers on society, ethical issues, and hardware/software applications, including spreadsheets, databases, word processors, graphics, the Internet, and operating systems. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems.

CIS 115 Introduction to Programming and Logic 2 2 3

Prerequisites: MAT 080 or MAT 090

Corequisites: None

This course introduces computer programming and problem solving in a programming environment, including an introduction to operating systems, text editor, and a language translator. Topics include language syntax, data types, program organization, problem-solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language.

CIS 120 Spreadsheet I 2 2 3

Prerequisites: CIS 110 or CIS 111

Corequisites: None

This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts.

CIS 126 Graphics Software Introduction 2 2 3

Prerequisites: None

Corequisites: None

This course provides an introduction to graphic design and execution of pictorial graphics using a variety of software packages. Emphasis is placed on creation and manipulation of images using graphic design software. Upon completion, students should be able to create graphic designs and incorporate these designs into printed publications.

CIS 130 Survey of Operating Systems 2 3 3

Prerequisites: None

Corequisites: None

The course covers operating system concepts which are necessary for maintaining and using computer systems. Topics include disk, file, and directory structures; installation and setup; resource allocation, optimization, and configuration; system security; and other related topics. Upon completion, students should be able to install and configure operating systems and optimize performance.

CIS 147 Operating Systems—Windows™ 2 2 3

Prerequisites: None

Corequisites: CIS 130

This course introduces operating systems concepts for a Windows™ operating system. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating system functions at the support level in a Windows™ environment.

CIS 152 Database Concepts and Applications 2 2 3

Prerequisites: CIS 110, CIS 111, or CIS 115

Corequisites: None

This course introduces database design and creation using a DBMS product. Topics include database terminology, usage in industry, design theory, types of DBMS models, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to create simple database tables, queries, reports, and forms which follow acceptable design practices.

CIS 162 Multimedia Presentation Software

2 2 3

Prerequisites: CIS 110 or CIS 111

Corequisites: None

This course is designed to integrate visual and audio resources using presentation software in a simple interactive multimedia project. Emphasis is placed upon design and audience considerations, general prototyping, and handling of media resources. Upon completion, students should be able to demonstrate an original interactive multimedia presentation implementing all of these resources in a professional manner.

CIS 169 Business Presentations

1 2 2

Prerequisites: CIS 110 or CIS 111

Corequisites: None

This course provides hands-on experience with a graphics presentation package. Topics include terminology, effective chart usage, design and layout, integrating hardware components, and enhancing presentations with text and graphics. Upon completion, students should be able to design and demonstrate an effective presentation.

CIS 172 Introduction to the Internet

2 3 3

Prerequisites: None

Corequisites: None

This course introduces the various navigational tools and services of the Internet. Topics include using Internet protocols, search engines, file compression/decompression, FTP, e-mail, listservers, and other related topics. Upon completion, students should be able to use Internet resources, retrieve/decompress files, and use e-mail, FTP, and other Internet tools.

CIS 173 Network Theory

2 2 3

Prerequisites: None

Corequisites: None

This course examines Token Ring, Ethernet, and Arcnet networks. Topics include LAN topologies and design; cable characteristics; cable, interface cards, server, and client installation; basic management techniques; linking networks; and troubleshooting LAN problems. Upon completion, students should be able to install both hardware and software for a small client/server LAN and troubleshoot common network problems.

CIS 174 Network System Manager I

2 2 3

Prerequisites: None

Corequisites: None

This course covers effective network management. Topics include network file system design and security, login scripts and user menus, printing services, e-mail, and backup. Upon completion, students should be able to administer an office network system.

CIS 175 Network Management I

2 2 3

Prerequisites: None

Corequisites: None

This course covers fundamental network administration and system management. Topics include accessing and configuring basic network services, managing directory services, and using network management software. Upon completion, students should be able to apply system administrator skills in developing a network management strategy.

CIS 217 Computer Training and Support**2 2 3**

Prerequisites: None

Corequisites: None

This course introduces computer training and support techniques. Topics include methods of adult learning, training design, delivery, and evaluation, creating documentation, and user support methods. Upon completion, students should be able to design and implement training and provide continued support for computer users.

CIS 274 Network System Manager II**2 2 3**

Prerequisites: CIS 174

Corequisites: None

This course is a continuation of CIS 174 focusing on advanced network management, configuration, and installation. Emphasis is placed on server configuration files, start up procedures, server protocol support, memory and performance concepts, and management and maintenance. Upon completion, students should be able to install and upgrade networks and servers for optimal performance. *This course is a unique concentration requirement in the Network Administration and Support concentration in the Information Systems program.*

CIS 275 Network Management II**2 2 3**

Prerequisites: CIS 173

Corequisites: None

This course is a continuation of CIS 175 focusing on advanced enterprise networks. Topics include directory service tree planning, management distribution and protection, improving network security, auditing the network, printing, networking, and system administration of an Internet node. Upon completion, students should be able to manage client services and network features and optimize network performance. *This course is a unique concentration requirement in the Network Administration and Support concentration in the Information Systems program.*

CIS 282 Network Technology**3 0 3**

Prerequisites: None

Corequisites: None

This course examines concepts of network architecture. Topics include various network types, topologies, transmission methods, media and access control, the OSI model, and the protocols which operate at each level of the model. Upon completion, students should be able to design a network based on the requirements of a company. *This course is a unique concentration requirement in the Network Administration and Support concentration in the Information Systems program.*

CIS 286 Systems Analysis and Design**3 0 3**

Prerequisites: CIS 115

Corequisites: None

This course examines established and evolving methodologies for the analysis, design, and development of a business information system. Emphasis is placed on business systems characteristics, managing information systems projects, prototyping, CASE tools, and systems development life cycle phases. Upon completion, students should be able to analyze a problem and design an appropriate solution using a combination of tools and techniques.

CIS 287 Network Support**2 2 3**

Prerequisites: CIS 274 or CIS 275

Corequisites: None

This course provides experience using CD-ROM and on-line research tools and hands-on experience for advanced hardware support and troubleshooting. Emphasis is placed on troubleshooting network

adapter cards and cabling, network storage devices, the DOS workstation, and network printing. Upon completion, students should be able to analyze, diagnose, research, and fix network hardware problems. *This course is a unique concentration requirement in the Network Administration and Support concentration in the Information Systems program.*

CRIMINAL JUSTICE

CJC 100 Basic Law Enforcement Training 9 27 18

Prerequisites: None
Corequisites: None

This course covers the skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Emphasis is placed on topics and areas as defined by the North Carolina Administrative Code. Upon completion, students should be able to demonstrate competence in the topics and areas required for the state comprehensive examination. *This is a certificate-level course.*

CJC 111 Introduction to Criminal Justice 3 0 3

Prerequisites: None
Corequisites: None

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options.

CJC 112 Criminology 3 0 3

Prerequisites: None
Corequisites: None

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

CJC 113 Juvenile Justice 3 0 3

Prerequisites: None
Corequisites: None

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.

CJC 121 Law Enforcement Operations 3 0 3

Prerequisites: None
Corequisites: None

This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations.

CJC 131 Criminal Law**3 0 3**

Prerequisites: None

Corequisites: None

This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

CJC 132 Court Procedure and Evidence**3 0 3**

Prerequisites: None

Corequisites: None

This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.

CJC 141 Corrections**3 0 3**

Prerequisites: None

Corequisites: None

This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system.

CJC 212 Ethics and Community Relations**3 0 3**

Prerequisites: None

Corequisites: None

This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.

CJC 213 Substance Abuse**3 0 3**

Prerequisites: None

Corequisites: None

This course is a study of substance abuse in our society. Topics include the history and classifications of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities.

CJC 215 Organization and Administration**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces the components and functions of organization and administration as it applies to the agencies of the criminal justice system. Topics include operations/functions of organizations; recruiting, training, and retention of personnel; funding and budgeting; communications; span of

control and discretion; and other related topics. Upon completion, students should be able to identify and discuss the basic components and functions of a criminal justice organization and its administrative operations.

CJC 221 Investigative Principles 3 2 4
Prerequisites: None
Corequisites: None

This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

CJC 222 Criminalistics 3 0 3
Prerequisites: None
Corequisites: None

This course covers the functions of the forensic laboratory and its relationship to successful criminal investigations and prosecutions. Topics include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Upon completion, students should be able to identify and collect relevant evidence at simulated crime scenes and request appropriate laboratory analysis of submitted evidence.

CJC 231 Constitutional Law 3 0 3
Prerequisites: None
Corequisites: None

The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.

COOPERATIVE EDUCATION

COE 111 Co-op Work Experience I 0 10 1
Prerequisites: Specified by program
Corequisites: Specified by program

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 112 Co-op Work Experience I 0 20 2
Prerequisites: Specified by program
Corequisites: Specified by program

This course provides work experience with a college approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 113 Co-op Work Experience I 0 30 3

Prerequisites: Specified by program

Corequisites: Specified by program

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 115 Work Experience Seminar I 1 0 1

Prerequisites: Specified by program

Corequisites: COE 111, COE 112, COE 113, or COE 114

This course is designed for students participating in a cooperative work experience. In a group setting, students have the opportunity to discuss on-site practices, to resolve problems encountered during the placement, to evaluate the experience, and to discuss curriculum issues.

COE 121 Co-op Work Experience II 0 10 1

Prerequisites: COE 111, COE 112, COE 113, or COE 114

Corequisites: Specified by program

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 122 Co-op Work Experience II 0 20 2

Prerequisites: COE 111, COE 112, COE 113, or COE 114

Corequisites: Specified by program

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 123 Co-op Work Experience II 0 30 3

Prerequisites: COE 111, COE 112, COE 113, or COE 114

Corequisites: Specified by program

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 125 Work Experience Seminar II 1 0 1

Prerequisites: COE 111, COE 112, COE 113, or COE 114

Corequisites: COE 121, COE 122, COE 123, or COE 124

This course is designed for students participating in a cooperative work experience. In a group setting, students have the opportunity to discuss on-site practices, to resolve problems encountered during the placement, to evaluate the experience, and to discuss curriculum issues.

COE 131 Co-op Work Experience III 0 10 1

Prerequisites: COE 121, COE 122, COE 123, or COE 124

Corequisites: Specified by program

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work

experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 132 Co-op Work Experience III 0 20 2
Prerequisites: COE 121, COE 122, COE 123, or COE 124
Corequisites: Specified by program

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 135 Work Experience Seminar III 1 0 1
Prerequisites: COE 121, COE 122, COE 123, or COE 124
Corequisites: COE 131, COE 132, COE 133, or COE 134

This course is designed for students participating in a cooperative work experience. In a group setting, students have the opportunity to discuss on-site practices, to resolve problems encountered during the placement, to evaluate the experience, and to discuss curriculum issues.

COSMETOLOGY

COS 111 Cosmetology Concepts I 4 0 4
Prerequisites: None
Corequisites: COS 112

This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

COS 112 Salon I 0 24 8
Prerequisites: None
Corequisites: COS 111

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

COS 113 Cosmetology Concepts II 4 0 4
Prerequisites: None
Corequisites: COS 114

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS 114 Salon II 0 24 8
Prerequisites: None
Corequisites: COS 113

This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

COS 115 Cosmetology Concepts III**4 0 4**

Prerequisites: None
 Corequisites: COS 116

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS 116 Salon III**0 12 4**

Prerequisites: None
 Corequisites: COS 115

This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate level of skin care, manicuring, scalp treatments, shampooing, hair color, design, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

COS 117 Cosmetology Concepts IV**2 0 2**

Prerequisites: None
 Corequisites: COS 118

This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements.

COS 118 Salon IV**0 21 7**

Prerequisites: COS 114 and COS 116
 Corequisites: COS 117

This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements.

COS 121 Manicure/Nail Technology I**4 6 6**

Prerequisites: None
 Corequisites: None

This course covers techniques of nail technology, hand and arm massage, and recognition of nail diseases and disorders. Topics include OSHA/safety, sanitation, bacteriology, product knowledge, salesmanship, manicures, artificial applications, pedicures, massage, and other related topics. Upon completion, students should be able to safely and competently perform nail care, including manicures, pedicures, massage, decorating, and artificial applications in a salon setting.

COS 122 Manicure/Nail Technology II**4 6 6**

Prerequisites: COS 121
 Corequisites: None

This course covers advanced techniques of nail technology and hand and arm massage. Topics include OSHA/safety, product knowledge, customer service, salesmanship, artificial applications, nail art, and other related topics. Upon completion, students should be able to demonstrate competence necessary for the licensing examination, including advanced nail care, artificial enhancements, and decorations.

COS 123 Contemporary Hair Coloring 1 3 2
Prerequisites: COS 111 and COS 112
Corequisites: None

This course covers basic color concepts, hair coloring problems, and application techniques. Topics include color theory, terminology, contemporary techniques, product knowledge, and other related topics. Upon completion, students should be able to identify a client's color needs and safely and competently perform color applications and correct problems.

COS 140 Contemporary Design 1 3 2
Prerequisites: COS 111 and COS 112
Corequisites: None

This course covers methods and techniques for contemporary designs. Emphasis is placed on contemporary designs and other related topics. Upon completion, students should be able to demonstrate and apply techniques associated with contemporary design.

COS 150 Computerized Salon Operations 1 0 1
Prerequisites: None
Corequisites: None

This course introduces computer and salon software. Emphasis is placed on various computer and salon software applications. Upon completion, students should be able to utilize computer skills and software applications in the salon setting.

COS 251 Manicure Instructor Concepts 8 0 8
Prerequisites: None
Corequisites: None

This course introduces manicuring instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervision techniques, and assess student classroom performance.

COS 252 Manicure Instructor Practicum 0 15 5
Prerequisites: North Carolina Cosmetology or Manicurist License and six months' work experience in a cosmetic arts salon
Corequisites: COS 251

This course covers supervisory and instructional skills for teaching manicuring students in a laboratory setting. Topics include demonstrations of services, supervision, student assessment, and other related topics. Upon completion, students should be able to demonstrate competence in the areas covered by the Manicuring Instructor Licensing Examination and meet program completion requirements.

COS 271 Instructor Concepts I 5 0 5
Prerequisites: Cosmetology License and six months' experience as a licensed cosmetologist
Corequisites: COS 272

This course introduces the basic cosmetology instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervisory techniques, and assess student performance in a classroom setting.

COS 272 Instructor Practicum I 0 21 7

Prerequisites: Cosmetology License and six months' experience as a licensed cosmetologist

Corequisites: COS 271

This course covers supervisory and instructional skills for teaching entry-level cosmetology students in a laboratory setting. Topics include demonstrations of services, supervision, and entry-level student assessment. Upon completion, students should be able to demonstrate salon services and instruct and objectively assess the entry-level student.

COS 273 Instructor Concepts II 5 0 5

Prerequisites: COS 271 and COS 272

Corequisites: COS 274

This course covers advanced cosmetology instructional concepts. Topics include practical demonstrations, lesson planning, lecture techniques, development and administration of assessment tools, record keeping, and other related topics. Upon completion, students should be able to develop lesson plans, demonstrate supervision techniques, assess student performance in a classroom setting, and keep accurate records.

COS 274 Instructor Practicum II 0 21 7

Prerequisites: COS 271 and COS 272

Corequisites: COS 273

This course is designed to develop supervisory and instructional skills for teaching advanced cosmetology students in a laboratory setting. Topics include practical demonstrations, supervision, and advanced student assessment. Upon completion, students should be able to demonstrate competence in the areas covered by the Instructor Licensing Examination and meet program completion requirements. *This is a certificate-level course.*

COMPUTER SCIENCE**CSC 134 C++ Programming 2 3 3**

Prerequisites: None

Corequisites: None

This course introduces object-oriented computer programming using the C++ programming language. Topics include input/output operations, iteration, arithmetic operations, arrays, pointers, filters, and other related topics. Upon completion, students should be able to design, code, test, and debug C++ language programs.

CSC 138 RPG Programming 2 3 3

Prerequisites: None

Corequisites: None

This course introduces computer programming using the RPG programming language. Topics include input/output operations, sequence, selection, iteration, arithmetic operations, arrays/tables, and other related topics. Upon completion, students should be able to design, code, test, and debug RPG language programs.

CSC 139 Visual BASIC Programming 2 3 3

Prerequisites: None

Corequisites: None

This course introduces event-driven computer programming using the Visual BASIC programming language. Topics include input/output operations, sequence, selection, iteration, arithmetic operations, arrays, forms, sequential files, and other related topics. Upon completion, students should be able to design, code, test, and debug Visual BASIC language programs.

CSC 143	Object-Oriented Programming	2	3	3
Prerequisites:	None			
Corequisites:	None			

This course introduces the concepts of object-oriented programming. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, test, debug, and implement objects at the application level using the appropriate environment. *This course is a unique concentration requirement of the Programming concentration in the Information Systems program.*

CSC 234	Advanced C++	2	3	3
Prerequisites:	CSC 134			
Corequisites:	None			

This course is a continuation of CSC 134 using C++ with structured programming principles. Emphasis is placed on advanced arrays/tables, file management/processing techniques, data structures, subprograms, interactive processing, sort/merge routines, and libraries. Upon completion, students should be able to design, code, test, debug, and document programming solutions. *This course is a unique concentration requirement in the Programming concentration in the Information Systems program.*

CSC 238	Advanced RPG	2	3	3
Prerequisites:	CSC 138			
Corequisites:	None			

This course is a continuation of CSC 138 using RPG with structured programming principles. Emphasis is placed on advanced arrays/tables, file management/processing techniques, data structures, subprograms, interactive processing, sort/merge routines, and libraries. Upon completion, students should be able to design, code, test, debug, and document programming solutions. *This course is a unique concentration requirement in the Programming concentration in the Information Systems program.*

CUSTOMER SERVICE TECHNOLOGY

CSV 220	Consumer Credit	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course introduces the techniques and regulatory requirements of installment lending. Emphasis is placed on establishing credit, obtaining and checking credit information, servicing loans, and collecting amounts due. Upon completion, students should be able to demonstrate knowledge of the consumer lending process from application through closing and collection.

DESIGN DRAFTING

DDF 211	Design Drafting I	2	6	4
Prerequisites:	DFT 112			
Corequisites:	None			

This course emphasizes design processes for finished products. Topics include data collection from manuals and handbooks, efficient use of materials, design sketching, specifications, and vendor selection. Upon completion, students should be able to research and plan the design process for a finished product.

DDF 212 Design Drafting II 1 6 4

Prerequisites: DDF 211

Corequisites: None

This course stresses the integration of various drafting and design practices. Emphasis is placed on the creation of an original design. Upon completion, students should be able to apply drafting and design procedures to a design project of their choosing. *This course is a unique concentration requirement of the Drafting and Design concentration in the Mechanical Engineering program.*

DDF 213 Design Drafting III 1 6 4

Prerequisites: DDF 212

Corequisites: None

This course provides an opportunity to produce all the documentation needed to complete a project for the manufacture of a product. Topics include materials, manufacturing processes, analysis, production drawings, calculations, and specifications. Upon completion, students should be able to research and produce all information needed to complete a project for manufacture. *This course is a unique concentration requirement of the Drafting and Design concentration in the Mechanical Engineering program.*

DDF 214 Tool Design 2 4 4

Prerequisites: DDF 212

Corequisites: None

This course introduces the principles of tool design. Topics including gaging, die work, and cost analysis using available catalogs and studies using manufacturing processes. Upon completion, students should be able to use catalogs to identify vendors and prepare working drawings for tooling.

DRAFTING**DFT 111 Technical Drafting I 2 6 4**

Prerequisites: None

Corequisites: None

This course introduces basic drafting skills, equipment, and applications. Topics include sketching, measurements, lettering, dimensioning, geometric construction, orthographic projections and pictorials drawings, sections, and auxiliary views. Upon completion, students should be able to understand and apply basic drawing principles and practices.

DFT 112 Technical Drafting II 2 6 4

Prerequisites: DFT 111

Corequisites: None

This course provides for advanced drafting practices and procedures. Topics include detailed working drawings, hardware, fits and tolerances, assembly and subassembly, geometric dimensioning and tolerancing, intersections, and developments. Upon completion, students should be able to produce detailed working drawings.

DFT 151 CAD I 2 3 3

Prerequisites: None

Corequisites: None

This course introduces CAD software as a drawing tool. Topics include drawing, editing, file management, and plotting. Upon completion, students should be able to produce and plot a CAD drawing.

DFT 152	CAD II	2	3	3
Prerequisites:	DFT 151			
Corequisites:	None			

This course is a continuation of DFT 151. Topics include advanced two-dimensional, three-dimensional, and solid modeling and extended CAD applications. Upon completion, students should be able to generate and manage CAD drawings and models to produce engineering documents.

DRAMA/THEATRE

DRA 111	Theatre Appreciation	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience's appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ECONOMICS

ECO 251	Principles of Microeconomics	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

ECO 252	Principles of Macroeconomics	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

EDUCATION

EDU 111	Early Childhood Credentials I	2	0	2
Prerequisites:	None			
Corequisites:	None			

This course introduces early childhood education and the role of the teacher in environments that encourage exploration and learning. Topics include professionalism, child growth and development,

individuality, family, and culture. Upon completion, students should be able to identify and demonstrate knowledge of professional roles, major areas of child growth and development, and diverse families.

EDU 112 Early Childhood Credentials II 2 0 2

Prerequisites: None

Corequisites: None

This course introduces developmentally appropriate practices, positive guidance, and standards of health, safety, and nutrition. Topics include the learning environment, planning developmentally appropriate activities, positive guidance techniques, and health, safety, and nutrition standards. Upon completion, students should be able to demonstrate developmentally appropriate activities and positive guidance techniques and describe health/sanitation/nutrition practices that promote healthy environments for children.

EDU 119 Early Childhood Education 3 2 4

Prerequisites: None

Corequisites: None

This course covers the foundations of the education profession, types of programs, professionalism, and planning quality programs for children. Topics include historical foundations, career options, types of programs, professionalism, observational skills, and planning developmentally appropriate schedules, environments, and activities for children. Upon completion, students should be able to demonstrate observational skills, identify appropriate schedules and environments, develop activity plans, and describe influences on the profession.

EDU 131 Child, Family, and Community 3 0 3

Prerequisites: None

Corequisites: None

This course covers the relationships between the families, programs for children/schools, and the community. Emphasis is placed on establishing and maintaining positive collaborative relationships with families and community resources. Upon completion, students should be able to demonstrate strategies for effectively working with diverse families and identifying and utilizing community resources.

EDU 144 Child Development I 3 0 3

Prerequisites: None

Corequisites: None

This course covers the theories of child development and the developmental sequences of children from conception through the preschool years for early childhood educators. Emphasis is placed on sequences in physical/motor, social, emotional, cognitive, and language development and appropriate experiences for the young child. Upon completion, students should be able to identify developmental milestones, plan experiences to enhance development, and describe appropriate interaction techniques and environments for typical/atypical development.

EDU 145 Child Development II 3 0 3

Prerequisites: EDU 144

Corequisites: None

This course covers theories of child development and developmental sequences of children from preschool through middle childhood for early childhood educators. Emphasis is placed on characteristics of physical/motor, social, emotional, and cognitive/language development and appropriate experiences for children. Upon completion, students should be able to identify

developmental characteristics, plan experiences to enhance development, and describe appropriate interaction techniques and environments.

EDU 146 Child Guidance 3 0 3

Prerequisites: None
Corequisites: None

This course introduces practical principles and techniques for developmentally appropriate guidance. Emphasis is placed on encouraging self-esteem and cultural awareness, effective communication skills, and direct and indirect guidance techniques and strategies. Upon completion, students should be able to demonstrate strategies which encourage positive social interactions, promote conflict resolution, and develop self-control, self-motivation, and self-esteem in children.

EDU 151 Creative Activities 3 0 3

Prerequisites: None
Corequisites: None

This course covers creative learning environments, planning and implementing developmentally appropriate experiences, and developing appropriate teaching materials for the classroom. Emphasis is placed on creative activities for children in art, music, movement and physical skills, and dramatics. Upon completion, students should be able to select and evaluate developmentally appropriate learning materials and activities.

EDU 153 Health, Safety, and Nutrition 3 0 3

Prerequisites: None
Corequisites: None

This course focuses on promoting and maintaining the health and well-being of children. Topics include health and nutritional needs, safe and healthy environments, and recognition and reporting of child abuse and neglect. Upon completion, students should be able to set up and monitor safe indoor and outdoor environments and implement a nutrition education program.

EDU 171 Instructional Media 1 2 2

Prerequisites: None
Corequisites: None

This courses covers the development and maintenance of effective teaching materials and the operation of selected pieces of equipment. Topics include available community resources, various types of instructional materials and bulletin boards, and audiovisual and computer use with children. Upon completion, students should be able to construct and identify resources for instructional materials and bulletin boards and use audiovisual and computer equipment.

EDU 188 Issues in Early Childhood Education 2 0 2

Prerequisites: None
Corequisites: None

This course covers topics and issues in early childhood education. Emphasis is placed on current advocacy issues, emerging technology, professional growth experiences, and other related topics. Upon completion, students should be able to list, discuss, and explain current topics and issues in early childhood education.

EDU 221 Children With Special Needs 3 0 3

Prerequisites: EDU 144 and EDU 145 or PSY 244 and PSY 245
Corequisites: None

This course introduces working with children with special needs. Emphasis is placed on the characteristics and assessment of children and strategies for adapting the home and classroom

environment. Upon completion, students should be able to recognize atypical development, make appropriate referrals, and work collaboratively to plan, implement, and evaluate inclusion strategies.

EDU 234 Infants, Toddlers, and Twos 3 0 3

Prerequisites: None

Corequisites: None

This course covers the skills needed to effectively implement group care for infants, toddlers, and two-year olds. Emphasis is placed on child development and developmentally appropriate practices. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate a developmentally appropriate curriculum.

EDU 252 Math and Science Activities 3 0 3

Prerequisites: None

Corequisites: None

This course introduces discovery experiences in math and science. Topics include concepts, facts, phenomena, and skills in each area. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate developmentally appropriate curriculum materials.

EDU 253 Music for Children 1 2 2

Prerequisites: None

Corequisites: None

This courses covers theory, methods, and integration of music into a total early childhood experience. Topics include music theory, musical instruments, song design, and performance on the keyboard and autoharp. Upon completion, students should be able to play and sing a song and integrate musical skills into the curriculum.

EDU 259 Curriculum Planning 3 0 3

Prerequisites: EDU 112, EDU 113, or EDU 119

Corequisites: None

This course covers early childhood curriculum planning. Topics include philosophy, curriculum, indoor and outdoor environmental design, scheduling, observation and assessment, and instructional planning and evaluation. Upon completion, students should be able to assess children and curriculum; plan for daily, weekly, and long-range instruction; and design environments with appropriate equipment and supplies.

EDU 261 Early Childhood Administration I 2 0 2

Prerequisites: None

Corequisites: None

This course covers the policies, procedures, and responsibilities for the management of early childhood education programs. Topics include implementation of goals, principles of supervision, budgeting and financial management, and meeting the standards for a North Carolina Child Day Care license. Upon completion, students should be able to develop program goals, explain licensing standards, determine budgeting needs, and describe effective methods of personnel supervision.

EDU 262 Early Childhood Administration II 3 0 3

Prerequisites: EDU 261

Corequisites: None

This course provides a foundation for budgetary, financial, and personnel management of the child care center. Topics include budgeting, financial management, marketing, hiring, supervision, and professional development of a child care center. Upon completion, students should be able to formulate

marketing, financial management, and fund development plans and develop personnel policies, including supervision and staff development plans.

EDU 275

Effective Teaching Training

202

Prerequisites: None

Corequisites: None

This course provides specialized training using an experienced-based approach to learning. Topics include instructional preparation and presentation, student interaction, time management, learning expectations, evaluation, and curriculum principles and planning. Upon completion, students should be able to prepare and present a six-step lesson plan and demonstrate ways to improve students' time-on-task.

EDU 282

Early Childhood Literature

303

Prerequisites: None

Corequisites: None

This course covers the history, selection, and integration of literature and language in the early childhood curriculum. Topics include the history and selection of developmentally appropriate children's literature and the use of books and other media to enhance language and literacy in the classroom. Upon completion, students should be able to select appropriate books for storytelling, reading aloud, puppetry, flannel board use, and other techniques.

ELECTRICITY

ELC 112

DC/AC Electricity

365

Prerequisites: None

Corequisites: None

This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, and analyze simple DC/AC circuits.

ELC 113

Basic Wiring I

264

Prerequisites: None

Corequisites: None

This course introduces the care/usage of tools and materials used in electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical blueprint reading; planning, layout, and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with basic electrical installations.

ELC 117

Motors and Controls

264

Prerequisites: ELC 112 or ELC 131

Corequisites: None

This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

ELC 125 Diagrams and Schematics 1 2 2

Prerequisites: None

Corequisites: None

This course covers the interpretation of electrical diagrams, schematics, and drawings common to electrical applications. Emphasis is placed on reading and interpreting electrical diagrams and schematics. Upon completion, students should be able to read and interpret electrical diagrams and schematics.

ELC 128 Introduction to PLC 2 3 3

Prerequisites: None

Corequisites: None

This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to install PLCs and create simple programs.

ELC 228 PLC Applications 2 6 4

Prerequisites: ELC 128

Corequisites: None

This course continues the study of the programming and applications of programmable logic controllers. Emphasis is placed on advanced programming, networking, advanced I/O modules, reading and interpreting error codes, and troubleshooting. Upon completion, students should be able to program and troubleshoot programmable logic controllers.

ELC 229 Applications Project 1 3 2

Prerequisites: ELC 112, ELC 113, or ELC 140

Corequisites: None

This course provides an individual and/or integrated team approach to a practical project as approved by the instructor. Topics include project selection and planning, implementation and testing, and a final presentation. Upon completion, students should be able to plan and implement an applications-oriented project.

ELC 131 DC/AC Circuit Analysis 4 3 5

Prerequisites: None

Corequisites: MAT 121

This course introduces DC and AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC and AC principles, circuit analysis laws and theorems, components, test equipment operation, circuit simulation software, and other related topics. Upon completion, students should be able to interpret circuit schematics; design, construct, verify, and analyze DC/AC circuits; and properly use test equipment.

ELECTRONICS**ELN 131 Electronic Devices 3 3 4**

Prerequisites: ELC 112, ELC 131, or ELC 140

Corequisites: None

This course includes semiconductor-based devices such as diodes, bipolar transistors, FETs, thermistors, and related components. Emphasis is placed on analysis, selection, biasing, and applications in power supplies, small signal amplifiers, and switching and control circuits. Upon completion, students should be able to construct, analyze, verify, and troubleshoot discrete component circuits using appropriate techniques and test equipment.

ELN 132

Linear IC Applications

334

Prerequisites: ELN 131 or BMT 113

Corequisites: None

This course introduces the characteristics and applications of linear integrated circuits. Topics include op-amp circuits, differential amplifiers, instrumentation amplifiers, waveform generators, active filters, PLLs, and IC voltage regulators. Upon completion, students should be able to construct, analyze, verify, and troubleshoot linear integrated circuits using appropriate techniques and test equipment.

ELN 133

Digital Electronics

334

Prerequisites: ELN 111, ELC 112, ELC 131, or ELC 140

Corequisites: None

This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, MSI and LSI circuits, AC/DC converters, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment.

ELN 152

Fabrication Techniques

132

Prerequisites: None

Corequisites: None

This course covers the fabrication methods required to create a prototype product from the initial circuit design. Topics include CAD, layout, sheet metal working, component selection, wire wrapping, PC board layout and construction, reverse engineering, soldering, and other related topics. Upon completion, students should be able to design and construct an electronic product with all its associated documentation.

ELN 231

Industrial Controls

233

Prerequisites: ELC 112 or ELC 131 or ELC 140

Corequisites: None

This course introduces the fundamental concepts of solid-state control of rotating machinery and associated peripheral devices. Topics include rotating machine theory, ladder logic, electromechanical and solid state relays, motor controls, pilot devices, three-phase power systems, and other related topics. Upon completion, students should be able to interpret ladder diagrams and demonstrate an understanding of electromechanical and electronic control of rotating machinery.

ELN 232

Introduction to Microprocessors

334

Prerequisites: ELN 133

Corequisites: None

This course introduces microprocessor architecture and microcomputer systems including memory and input/output interfacing. Topics include assembly language programming, bus architecture, bus cycle types, I/O systems, memory systems, interrupts, and other related topics. Upon completion, students should be able to interpret, analyze, verify, and troubleshoot fundamental microprocessor circuits and programs using appropriate techniques and test equipment.

ELN 234

Communication Systems

334

Prerequisites: ELN 132 or ELN 140

Corequisites: None

This course introduces the fundamentals of electronic communication systems. Topics include the frequency spectrum, electrical noise, modulation techniques, characteristics of transmitters and receivers, and digital communications. Upon completion, students should be able to interpret analog

and digital communication circuit diagrams, analyze transmitter and receiver circuits, and use appropriate communication test equipment.

ELN 235 Data Communication Systems

3 3 4

Prerequisites: ELN 133

Corequisites: None

This course covers data communication systems and the transmission of digital information from source to destination. Topics include data transmission systems, serial interfaces and modems, protocols, networks, and other related topics. Upon completion, students should be able to demonstrate knowledge of the concepts associated with data communication systems.

ELN 236 Fiber Optics and Lasers

3 2 4

Prerequisites: ELN 234

Corequisites: None

This course introduces the fundamentals of fiber optics and lasers. Topics include the transmission of light; characteristics of fiber optic and lasers and their systems; fiber optic production; types of lasers; and laser safety. Upon completion, students should be able to understand fiber optic communications and basic laser fundamentals.

ELN 237 Local Area Networks

2 3 3

Prerequisites: CIS 110 or CIS 111

Corequisites: None

This course introduces the fundamentals of local area networks and their operation in business and computer environments. Topics include the characteristics of network topologies, system hardware (repeaters, bridges, routers, gateways), system configuration, and installation and administration of the LAN. Upon completion, students should be able to install, maintain, and manage a local area network.

ELN 245 Computer Peripherals

3 6 5

Prerequisites: None

Corequisites: None

This course covers the assembly, upgrading, and repair of microcomputer peripherals. Topics include printers, monitors, and modems. Upon completion, students should be able to assemble, upgrade, maintain, troubleshoot, and repair microcomputer peripherals.

ELN 247 Electronic Applications Project

1 3 2

Prerequisites: ELN 131 or ELN 140

Corequisites: None

This course provides a structured approach to an application-oriented electronics project. Emphasis is placed on selecting, planning, implementing, testing, and presenting an application-oriented project. Upon completion, students should be able to present and demonstrate an electronics application-oriented project.

ELN 275 Troubleshooting

1 2 2

Prerequisites: None

Corequisites: ELN 133 or ELN 141

This course covers techniques of analyzing and repairing failures in electronic equipment. Topics include safety, signal tracing, use of service manuals, and specific troubleshooting methods for analog, digital, and other electronics-based circuits and systems. Upon completion, students should be able to logically diagnose and isolate faults and perform necessary repairs to meet manufacturers' specifications.

ENGLISH

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by that college’s placement test.

ENG 060Speaking English Well202

Prerequisites: None

Corequisites: None

This course is designed to improve conversational skills. Emphasis is placed on practice using fluent standard spoken English. Upon completion, students should be able to converse comfortably in a variety of situations. *This course does not satisfy the developmental reading and writing prerequisite for ENG 111 or ENG 111A.*

ENG 070Basic Language Skills223

Prerequisites: None

Corequisites: None

This course introduces the fundamentals of standard written English. Emphasis is placed on effective word choice, recognition of sentences and sentence parts, and basic usage. Upon completion, students should be able to generate a variety of sentence types that clearly express ideas. *This course does not satisfy the developmental reading and writing prerequisite for ENG 111 or ENG 111A.*

ENG 075Reading and Language Essentials505

Prerequisites: None

Corequisites: None

This course uses whole language to develop proficiency in basic reading and writing. Emphasis is placed on increasing vocabulary, developing comprehension skills, and improving grammar. Upon completion, students should be able to understand and create grammatically and syntactically correct sentences. *This course integrates ENG 070 and RED 070. This course does not satisfy the developmental reading and writing prerequisite for ENG 111 or ENG 111A.*

ENG 080Writing Foundations324

Prerequisites: ENG 070 or ENG 075

Corequisites: None

This course introduces the writing process and stresses effective sentences. Emphasis is placed on applying the conventions of written English, reflecting standard usage and mechanics in structuring a variety of sentences. Upon completion, students should be able to write correct sentences and a unified, coherent paragraph. *This course does not satisfy the developmental reading and writing prerequisite for ENG 111 or ENG 111A.*

ENG 085Reading and Writing Foundations505

Prerequisites: ENG 070 and RED 070 or ENG 075

Corequisites: None

This course uses whole language to develop proficiency in reading and writing for college. Emphasis is placed on applying analytical and critical reading skills to a variety of texts and on introducing the writing process. Upon completion, students should be able to recognize and use various patterns of text organization and compose effective paragraphs. *This course integrates ENG 080 and RED 080. This course does not satisfy the developmental reading and writing prerequisites for ENG 111 or ENG 111A.*

ENG 090 Composition Strategies 3 0 3

Prerequisites: ENG 080 or ENG 085

Corequisites: None

This course provides practice in the writing process and stresses effective paragraphs. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay. *This course satisfies the developmental reading and writing prerequisite for ENG 111 and ENG 111A.*

ENG 095 Reading and Composition Strategies 5 0 5

Prerequisites: ENG 080 and RED 080 or ENG 085

Corequisites: None

This course uses whole language to strengthen proficiency in reading and writing for college. Emphasis is placed on applying critical reading skills to narrative and expository texts and on using the writing process. Upon completion, students should be able to comprehend, analyze, and evaluate college texts and to compose essays in preparation for college writing. *This course integrates ENG 090 and RED 090. This course satisfies the developmental reading and writing prerequisites for ENG 111 and ENG 111A.*

ENG 101 Applied Communications I 3 0 3

Prerequisites: None

Corequisites: None

This course is designed to enhance reading and writing skills for the workplace. Emphasis is placed on technical reading, job-related vocabulary, sentence writing, punctuation, and spelling. Upon completion, students should be able to identify main ideas with supporting details and produce mechanically correct short writings appropriate to the workplace. *This is a diploma-level course.*

ENG 111 Expository Writing 3 0 3

Prerequisites: ENG 090 and RED 090 or ENG 095

Corequisites: None

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

ENG 113 Literature-Based Research 3 0 3

Prerequisites: ENG 111

Corequisites: None

This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on critical reading and thinking and the analysis and interpretation of prose, poetry, and drama: plot, characterization, theme, cultural context, etc. Upon completion, students should be able to construct mechanically sound, documented essays and research papers that analyze and respond to literary works. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

ENG 114 **Professional Research and Reporting** 3 0 3

Prerequisites: ENG 111

Corequisites: None

This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well designed business and professional written and oral presentations. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

ENG 115 **Oral Communication** 3 0 3

Prerequisites: None

Corequisites: None

This course introduces the basic principles of oral communication in both small group and public settings. Emphasis is placed on the components of the communication process, group decision-making, and public address. Upon completion, students should be able to demonstrate the principles of effective oral communication in small group and public settings.

ENG 125 **Creative Writing I** 3 0 3

Prerequisites: ENG 111

Corequisites: ENG 112, ENG 113, or ENG 114

This course is designed to provide students with the opportunity to practice the art of creative writing. Emphasis is placed on writing, fiction, poetry, and sketches. Upon completion, students should be able to craft and critique their own writing and critique the writing of others.

ENG 132 **Introduction to Drama** 3 0 3

Prerequisites: ENG 111

Corequisites: ENG 112, ENG 113, or ENG 114

This course provides intensive study of drama as a literary form, based on close reading of representative texts. Emphasis is placed on the development and analysis of drama. Upon completion, students should be able to interpret, analyze, and discuss the distinguishing features of drama.

ENG 134 **Introduction to Poetry** 3 0 3

Prerequisites: ENG 111

Corequisites: ENG 112, ENG 113, or ENG 114

This course provides intensive study of the poem as a literary form, based on close reading of representative texts. Emphasis is placed on the development and analysis of poetry. Upon completion, students should be able to interpret, analyze, and discuss the distinguishing features of poetry. This course includes an oral communication component.

ENG 231 **American Literature I** 3 0 3

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 232 American Literature II 3 0 3

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 241 British Literature I 3 0 3

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 242 British Literature II 3 0 3

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 251 Western World Literature I 3 0 3

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course provides a survey of selected European works from the Classical period through the Renaissance. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 252 Western World Literature II 3 0 3

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course provides a survey of selected European works from the Neoclassical period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 253

The Bible as Literature

303

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course introduces the Hebrew Old Testament and the Christian New Testament as works of literary art. Emphasis is placed on the Bible’s literary aspects including history, composition, structure, and cultural contexts. Upon completion, students should be able to identify and analyze selected books and passages using appropriate literary conventions. This course includes an oral communication component.

ENG 272

Southern Literature

303

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course provides an analytical study of the works of several Southern authors. Emphasis is placed on the historical and cultural contexts, themes, aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works. This course includes an oral communication component.

FRENCH

FRE 111

Elementary French I

303

Prerequisites: None

Corequisites: None

This course introduces the fundamental elements of the French language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

FRE 112

Elementary French II

303

Prerequisites: FRE 111

Corequisites: None

This course is a continuation of FRE 111 focusing on the fundamental elements of the French language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written French and demonstrate further cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

GEOGRAPHY

GEO 112

Cultural Geography

303

Prerequisites: None

Corequisites: None

This course is designed to explore the diversity of human cultures and to describe their shared characteristics. Emphasis is placed on the characteristics, distribution, and complexity of earth’s cultural patterns. Upon completion, students should be able to demonstrate an understanding of the differences and similarities in human cultural groups. *This course has been approved to satisfy the*

Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

HEALTH

HEA 110 Personal Health/Wellness 3 0 3

Prerequisites: None

Corequisites: None

This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness.

HISTORY

HIS 121 Western Civilization I 3 0 3

Prerequisites: None

Corequisites: None

This course introduces western civilization from prehistory to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages and the emergence of national monarchies in western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early western civilization. This course includes an oral communication component. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

HIS 122 Western Civilization II 3 0 3

Prerequisites: None

Corequisites: None

This course introduces western civilization from the early modern era to the present. Topics include the religious wars, the Industrial Revolution, World Wars I and II, and the Cold War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern western civilization. This course includes an oral communication component. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

HIS 131 American History I 3 0 3

Prerequisites: None

Corequisites: None

This course is a survey of American history from prehistory through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

HIS 132 American History II 3 0 3

Prerequisites: None

Corequisites: None

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and

social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. This course includes an oral communication component. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

HIS 236 North Carolina History

3 0 3

Prerequisites: None

Corequisites: None

This course is a study of geographical, political, economic, and social conditions existing in North Carolina from America's discovery to the present. Topics include native and immigrant backgrounds; colonial, antebellum, and Reconstruction periods; party politics; race relations; and the transition from an agrarian to an industrial economy. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in North Carolina.

HUMAN SERVICES

HSE 110 Introduction to Human Services

2 2 3

Prerequisites: None

Corequisites: None

This course introduces the human services field, including the history, agencies, roles, and careers. Topics include personal/professional characteristics, diverse populations, community resources, disciplines in the field, systems, ethical standards, and major theoretical and treatment approaches. Upon completion, students should be able to identify the knowledge, skills, and roles of the human services worker.

HSE 112 Group Process I

1 2 2

Prerequisites: Enrollment in the Human Services program

Corequisites: None

This course introduces interpersonal concepts and group dynamics. Emphasis is placed on self-awareness facilitated by experiential learning in small groups with analysis of personal experiences and the behavior of others. Upon completion, students should be able to show competence in identifying and explaining how people are influenced by their interactions in group settings.

HSE 123 Interviewing Techniques

2 2 3

Prerequisites: None

Corequisites: None

This course covers the purpose, structure, focus, and techniques employed in effective interviewing. Emphasis is placed on observing, attending, listening, responding, recording, and summarizing of personal histories with instructor supervision. Upon completion, students should be able to perform the basic interviewing skills needed to function in the helping relationship.

HSE 125 Counseling

2 2 3

Prerequisites: PSY 150

Corequisites: None

This course covers the major approaches to psychotherapy and counseling, including theory, characteristics, and techniques. Emphasis is placed on facilitation of self-exploration, problem solving, decision making, and personal growth. Upon completion, students should be able to understand various theories of counseling and demonstrate counseling techniques.

HSE 210 Human Services Issues 2 0 2

Prerequisites: Successful completion of 12 semester hours in the Human Services program

Corequisites: None

This course covers current issues and trends in the field of human services. Emphasis is placed on contemporary topics with relevance to special issues in a multifaceted field. Upon completion, students should be able to integrate the knowledge, skills, and experiences gained in classroom and clinical experiences with emerging trends in the field.

HSE 220 Case Management 2 2 3

Prerequisites: HSE 110

Corequisites: None

This course covers the variety of tasks associated with professional case management. Topics include treatment planning, needs assessment, referral procedures, and follow-up and integration of services. Upon completion, students should be able to effectively manage the care of the whole person from initial contact through termination of services.

HSE 225 Crisis Intervention 3 0 3

Prerequisites: None

Corequisites: None

This course introduces the basic theories and principles of crisis intervention. Emphasis is placed on identifying and demonstrating appropriate and differential techniques for intervening in various crisis situations. Upon completion, students should be able to assess crisis situations and respond appropriately.

HSE 227 Children and Adolescents in Crisis 3 0 3

Prerequisites: None

Corequisites: None

This course covers the crises affecting children and adolescents in contemporary society. Emphasis is placed on abuse and neglect, suicide and murder, dysfunctional family living, poverty, and violence. Upon completion, students should be able to identify and discuss intervention strategies and available services for the major contemporary crises affecting children and adolescents.

HUMANITIES

HUM 115 Critical Thinking 3 0 3

Prerequisites: ENG 101 or ENG 111

Corequisites: None

This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts. *This course may meet the SACS humanities requirement for AAS degree programs.*

HUM 120 Cultural Studies 3 0 3

Prerequisites: None

Corequisites: None

This course introduces the distinctive features of a particular culture. Topics include art, history, music, literature, politics, philosophy, and religion. Upon completion, students should be able to appreciate the unique character of the study culture. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 121 The Nature of America 3 0 3
Prerequisites: None
Corequisites: None

This course provides an interdisciplinary survey of the American cultural, social, and political experience. Emphasis is placed on the multicultural character of American society, distinctive qualities of various regions, and the American political system. Upon completion, students should be able to analyze significant cultural, social, and political aspects of American life. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 122 Southern Culture 3 0 3
Prerequisites: None
Corequisites: None

This course explores the major qualities that make the South a distinct region. Topics include music, politics, literature, art, religion, race relations, and the role of social class in historical and contemporary contexts. Upon completion, students should be able to identify the characteristics that distinguish Southern culture. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 150 American Women's Studies 3 0 3
Prerequisites: None
Corequisites: None

This course provides an interdisciplinary study of the history, literature, and social roles of American women from Colonial times to the present. Emphasis is placed on women's roles as reflected in American language usage, education, law, the workplace, and mainstream culture. Upon completion, students should be able to identify and analyze the roles of women as reflected in various cultural forms. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 160 Introduction to Film 3 0 3
Prerequisites: None
Corequisites: None

This course introduces the fundamental elements of film artistry and production. Topics include film styles, history, and production techniques, as well as the social values reflected in film art. Upon completion, students should be able to critically analyze the elements covered in relation to selected films. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 211 Humanities I 3 0 3
Prerequisites: ENG 111
Corequisites: None

This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from ancient through early modern times. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 212 Humanities II 3 0 3

Prerequisites: ENG 111

Corequisites: None

This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from early modern times to the present. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 220 Human Values and Meaning 3 0 3

Prerequisites: ENG 111

Corequisites: None

This course presents some major dimensions of human experience as reflected in art, music, literature, philosophy, and history. Topics include the search for identity, the quest for knowledge, the need for love, the individual and society, and the meaning of life. Upon completion, students should be able to recognize interdisciplinary connections and distinguish between open and closed questions and between narrative and scientific models of understanding. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 230 Leadership Development 3 0 3

Prerequisites: ENG 111

Corequisites: None

This course explores the theories and techniques of leadership and group process. Emphasis is placed on leadership styles, theories of group dynamics, and the moral and ethical responsibilities of leadership. Upon completion, students should be able to identify and analyze a personal philosophy and style of leadership and integrate these concepts in various practical situations.

HYDRAULICS

HYD 110 Hydraulics/Pneumatics I 2 3 3

Prerequisites: None

Corequisites: None

This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics include standard symbols, pumps, control valves, control assemblies, actuators, FRL, maintenance procedures, and switching and control devices. Upon completion, students should be able to understand the operation of a fluid power system, including design, application, and troubleshooting.

INDUSTRIAL SCIENCE

ISC 112 Industrial Safety 2 0 2

Prerequisites: None

Corequisites: None

This course introduces the principles of industrial safety. Emphasis is placed on industrial safety and OSHA and environmental regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment.

ISC 132 Manufacturing Quality Control

2 3 3

Prerequisites: None

Corequisites: None

This course introduces quality concepts and techniques used in industry. Topics include elementary statistics and probability, process control, process capability, and quality improvement tools. Upon completion, students should be able to demonstrate an understanding of the concepts and principles of quality and apply them to the work environment.

ISC 133 Manufacturing Management Practices

2 0 2

Prerequisites: None

Corequisites: None

This course covers successful industrial organizations and management practices for improving quality and productivity. Topics include self-managed work teams, problem-solving skills, and production management techniques. Upon completion, students should be able to demonstrate an understanding of day-to-day plant operations, team management processes, and the principles of group dynamics.

ISC 135 Principles of Industrial Management

3 0 3

Prerequisites: None

Corequisites: None

This course covers the managerial principles and practices required for organizations to succeed in modern industry. Topics include the functions and roles of all levels of management, organization design, and planning and control of manufacturing operations. Upon completion, students should be able to demonstrate an understanding of management principles and integrate these principles into job situations.

ISC 136 Productivity Analysis I

2 3 3

Prerequisites: None

Corequisites: None

This course covers modern methods of improving productivity. Topics include traditional motion economy, methods analysis, time standards, process analysis, cycle time management, and human factors/ergonomics. Upon completion, students should be able to demonstrate an understanding of productivity concepts and apply productivity improvement techniques to work situations.

ISC 170 Problem-Solving Skills

3 0 3

Prerequisites: None

Corequisites: None

This course covers basic concepts of interpersonal and problem-solving skills. Topics include leadership development, constructive feedback, building relationships, and winning support from others. Upon completion, students should be able to use interpersonal skills effectively and lead others.

ISC 233 Industrial Organization and Management

3 0 3

Prerequisites: ISC 133 or ISC 128

Corequisites: None

This course covers advanced organization and management philosophies for organization improvement. Emphasis is placed on understanding comprehensive organization improvement concepts such as reengineering, MBQA, ISO 9000, and teams. Upon completion, students should be able to demonstrate an understanding of organizations and assess their strengths and weaknesses.

ISC 237	Quality Management	2	3	3
Prerequisites:	None			
Corequisites:	None			

This course covers the process by which successful manufacturing organizations achieve customer satisfaction in all processes in the organization. Topics include quality models and approaches, such as MBNQA, ISO 9000, benchmarking, Deming’s 14 Points, and the incorporation of SPC improvement techniques. Upon completion, students should be able to integrate SPC techniques with successful management practices for a comprehensive understanding of continuous quality improvement.

JOURNALISM

JOU 110	Introduction to Journalism	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course presents a study of journalistic news, feature, and sports writing. Emphasis is placed on basic news writing techniques and on related legal and ethical issues. Upon completion, students should be able to gather, write, and edit news, feature, and sports articles.

MATHEMATICS

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by that college’s placement test.

MAT 050	Basic Math Skills	3	2	4
Prerequisites:	None			
Corequisites:	None			

This course is designed to strengthen basic math skills. Topics include properties, rounding, estimating, comparing, converting, and computing whole numbers, fractions, and decimals. Upon completion, students should be able to perform basic computations and solve relevant mathematical problems. Additional topics include percents, algebraic terminology, and basic algebraic concepts.

MAT 060	Essential Mathematics	3	2	4
Prerequisites:	MAT 050			
Corequisites:	None			

This course is a comprehensive study of mathematical skills which should provide a strong mathematical foundation to pursue further study. Topics include principles and applications of decimals, fractions, percents, ratio and proportion, order of operations, geometry, measurement, and elements of algebra and statistics. Upon completion, students should be able to perform basic computations and solve relevant, multistep mathematical problems using technology where appropriate.

MAT 070	Introductory Algebra	3	2	4
Prerequisites:	MAT 060			
Corequisites:	RED 080 or ENG 085			

This course establishes a foundation in algebraic concepts and problem solving. Topics include signed numbers, exponents, order of operations, simplifying expressions, solving linear equations and inequalities, graphing, formulas, polynomials, factoring, and elements of geometry. Upon

completion, students should be able to apply the above concepts in problem solving using appropriate technology.

MAT 090
Prerequisites: MAT 060
Corequisites: RED 080 or ENG 085

Accelerated Algebra

324

This course covers algebraic concepts with emphasis on applications. Topics include those covered in MAT 070 and MAT 080. Upon completion, students should be able to apply algebraic concepts in problem solving using appropriate technology.

MAT 101
Prerequisites: MAT 060
Corequisites: None

Applied Mathematics I

223

This course is a comprehensive review of arithmetic with basic algebra designed to meet the needs of certificate and diploma programs. Topics include arithmetic and geometric skills used in measurement, ratio and proportion, exponents and roots, applications of percent, linear equations, formulas, and statistics. Upon completion, students should be able to solve practical problems in their specific areas of study. *This course is intended for certificate and diploma programs.*

MAT 110
Prerequisites: MAT 070
Corequisites: None

Mathematical Measurement

223

This course provides an activity-based approach to utilizing, interpreting, and communicating data in a variety of measurement systems. Topics include accuracy, precision, conversion, and estimation within metric, apothecary, and avoirdupois systems; ratio and proportion; measures of central tendency and dispersion; and charting of data. Upon completion, students should be able to apply proper techniques to gathering, recording, manipulating, analyzing, and communicating data.

MAT 115
Prerequisites: MAT 070
Corequisites: None

Mathematical Models

223

This course develops the ability to utilize mathematical skills and technology to solve problems at a level found in nonmathematics-intensive programs. Topics include applications to percent, ratio and proportion, formulas, statistics, functional notation, linear functions and their groups, probability, sampling techniques, scatter plots, and modeling. Upon completion, students should be able to solve practical problems, reason and communicate with mathematics, and work confidently, collaboratively, and independently.

MAT 140
Prerequisites: MAT 070
Corequisites: None

Survey of Mathematics

303

This course provides an introduction in a nontechnical setting to selected topics in mathematics. Topics include, but are not limited to, sets, logic, probability, statistics, matrices, mathematical systems, geometry, topology, mathematics of finance, and modeling. Upon completion, students should be able to understand a variety of mathematical applications, think logically, and be able to work collaboratively and independently. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 151 Statistics I **3 0 3**

Prerequisites: MAT 080 or MAT 090

Corequisites: None

This course provides a project-based approach to the study of basic probability, descriptive and inferential statistics, and decision making. Emphasis is placed on measures of central tendency and dispersion, correlation, regression, discrete and continuous probability distributions, quality control, population parameter estimation, and hypothesis testing. Upon completion, students should be able to describe important characteristics of a set of data and draw inferences about a population from sample data. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 161 College Algebra **3 0 3**

Prerequisites: MAT 080 or MAT 090

Corequisites: None

This course provides an integrated technological approach to algebraic topics used in problem solving. Emphasis is placed on equations and inequalities; polynomial, rational, exponential and logarithmic functions; and graphing and data analysis/modeling. Upon completion, students should be able to choose an appropriate model to fit a data set and use the model for analysis and prediction. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 162 College Trigonometry **3 0 3**

Prerequisites: MAT 161

Corequisites: None

This course provides an integrated technological approach to trigonometry and its applications. Topics include trigonometric ratios, right triangles, oblique triangles, trigonometric functions, graphing, vectors, and complex numbers. Upon completion, students should be able to apply the above principles of trigonometry to problem solving and communication. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 175 Precalculus **4 0 4**

Prerequisites: High School Algebra III/Trigonometry

Corequisites: None

This course provides an intense study of the topics which are fundamental to the study of calculus. Emphasis is placed on functions and their graphs with special attention to polynomial, rational, exponential, logarithmic and trigonometric functions, and analytic trigonometry. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 263 Brief Calculus **3 0 3**

Prerequisites: MAT 161

Corequisites: None

This course introduces concepts of differentiation and integration and their applications to solving problems; the course is designed for students needing one semester of calculus. Topics include functions, graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MECHANICAL

MEC 111 Machine Processes I

2 3 3

Prerequisites: None

Corequisites: None

This course introduces safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include safety, measuring tools, and the basic setup and operation of lathes, milling machines, drill presses, and saws. Upon completion, students should be able to manufacture a simple part to a specified tolerance.

MEC 130 Mechanisms

2 3 3

Prerequisites: None

Corequisites: None

This course introduces the purpose and action of various mechanical devices. Topics include cams, cables, gear trains, differentials, screws, belts, pulleys, shafts, levers, lubricants, and other devices used to transmit or control signals. Upon completion, students should be able to analyze, maintain, and troubleshoot the components of mechanical systems.

MEC 141 Introduction to Manufacturing Processes

2 2 3

Prerequisites: None

Corequisites: None

This course covers the properties and characteristics of manufacturing materials and the processes used to form them. Emphasis is placed on manufacturing materials, heat-treating processes, and manufacturing processes. Upon completion, students should be able to identify physical characteristics of materials and describe processes used to manufacture a part.

MEC 165 Fabrication Techniques

1 3 2

Prerequisites: WLD 112 and MEC 111

Corequisites: None

This course expands skills in bench work, welding, and machinery. Emphasis is placed on integrating techniques of welding and machine processes. Upon completion, students should be able to design, fabricate, and repair parts and/or modify existing equipment.

MEC 242 Manufacturing Process APICS CIRM

3 0 3

Prerequisites: None

Corequisites: None

This course examines the methods companies use in process design, production, and facilities management for an integrated management system. Emphasis is placed on three different but interrelated subsystems: industrial facilities management, process design and development, and manufacturing. Upon completion, students should be able to demonstrate an understanding of manufacturing processes and be prepared for the APICS CIRM examination.

MEC 250 Statics and Strength of Materials

4 3 5

Prerequisites: PHY 131 or PHY 151

Corequisites: None

This course covers the concepts and principles of statics and stress analysis. Topics include systems of forces on structures in equilibrium and analysis of stresses and strains on these components. Upon completion, students should be able to analyze forces and the results of stresses and strains on structural components.

MEDICAL ASSISTING

MED 110 Orientation to Medical Assisting 1 0 1

Prerequisites: None

Corequisites: None

This course covers the history of medicine and the role of the medical assistant in the health care setting. Emphasis is placed on professionalism, communication, attitude, behaviors, and duties in the medical environment. Upon completion, students should be able to project a positive attitude and promote the profession of medical assisting.

MED 118 Medical Law and Ethics 2 0 2

Prerequisites: None

Corequisites: None

This course covers legal relationships of physicians and patients, contractual agreements, professional liability, malpractice, medical practice acts, informed consent, and bioethical issues. Emphasis is placed on legal terms, professional attitudes, and the principles and basic concepts of ethics and laws involved in providing medical services. Upon completion, students should be able to meet the legal and ethical responsibilities of a multiskilled health professional.

MED 121 Medical Terminology I 3 0 3

Prerequisites: None

Corequisites: None

This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

MED 122 Medical Terminology II 3 0 3

Prerequisites: MED 121

Corequisites: None

This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

MED 130 Administrative Office Procedures I 1 2 2

Prerequisites: Enrollment in the Medical Assisting program

Corequisites: None

This course introduces medical office administrative procedures. Topics include appointment processing, written and oral communications, medical records, patient orientation, and safety. Upon completion, students should be able to perform basic administrative skills within the medical environment.

MED 131 Administrative Office Procedures II 1 2 2

Prerequisites: MED 130

Corequisites: None

This course is the second in a series and provides medical office procedures in both economic and management skills. Topics include physical plant maintenance, equipment and supplies, liability coverage, medical economics, and introductory insurance procedures. Upon completion, students should be able to manage the economics of the medical office and supervise personnel.

MED 134 Medical Transcription 2 2 3

Prerequisites: MED 121

Corequisites: None

This course provides the basic knowledge, understanding, and skills required to complete medical reports and transcribe medical dictation. Emphasis is placed on correct punctuation, capitalization, and spelling. Upon completion, students should be able to demonstrate competence in medical transcription.

MED 140 Exam Room Procedures I 3 4 5

Prerequisites: Enrollment in the Medical Assisting program

Corequisites: None

This course provides instruction in clinical examining room procedures. Topics include asepsis, infection control, assisting with exams and treatment, patient education, preparation and administration of medications, EKG, vital signs, and medical emergencies. Upon completion, students should be able to demonstrate competence in exam room procedures.

MED 150 Laboratory Procedures I 3 4 5

Prerequisites: Enrollment in the Medical Assisting program

Corequisites: None

This course provides instruction in basic lab techniques used by the medical assistant. Topics include lab safety, quality control, collecting and processing specimens, performing selective tests, phlebotomy, screening and follow-up of test results, and OSHA/CLIA regulations. Upon completion, students should be able to perform basic lab tests/skills based on course topics.

MED 232 Medical Insurance Coding 1 3 2

Prerequisites: MED 131

Corequisites: None

This course is designed to build upon the coding skills introduced in MED 131. Emphasis is placed on advanced diagnostic and procedural coding in the outpatient facility. Upon completion, students should be able to demonstrate proficiency in coding for reimbursement.

MED 260 MED Clinical Externship 0 15 5

Prerequisites: Enrollment in the Medical Assisting program

Corequisites: None

This course provides the opportunity to apply clinical, laboratory, and administrative skills in a medical facility. Emphasis is placed on enhancing competence in clinical and administrative skills necessary for comprehensive patient care and strengthening professional communications and interactions. Upon completion, students should be able to function as an entry-level health care professional.

MED 262 Clinical Perspectives 1 0 1

Prerequisites: Enrollment in the Medical Assisting program

Corequisites: None

This course is designed to explore personal and occupational responsibilities of the practicing medical assistant. Emphasis is placed on problems encountered during externships and development of problem-solving skills. Upon completion, students should be able to demonstrate courteous and diplomatic behavior when solving problems in the medical facility.

MED 264	Medical Assisting Overview	2	0	2
Prerequisites:	Enrollment in the Medical Assisting program			
Corequisites:	None			

This course provides an overview of the complete medical assisting curriculum. Emphasis is placed on all facets of medical assisting pertinent to administrative, laboratory, and clinical procedures performed in the medical environment. Upon completion, students should be able to demonstrate competence in the areas covered on the national certification examination for medical assistants.

MED 270	Symptomatology	2	2	3
Prerequisites:	Enrollment in the Medical Assisting program			
Corequisites:	None			

This course covers the study of disease symptoms and the appropriate actions taken by medical assistants in a medical facility in relation to these symptoms. Emphasis is placed on interviewing skills and appropriate triage, preparing patients for procedures, and screening test results. Upon completion, students should be able to recognize how certain symptoms relate to specific diseases, recognize emergency situations, and take appropriate actions.

MED 272	Drug Therapy	3	0	3
Prerequisites:	Enrollment in the Medical Assisting program and MED 140			
Corequisites:	None			

This course focuses on major drug groups, including their side effects, interactions, methods of administration, and proper documentation. Emphasis is placed on the theory of drug administration. Upon completion, students should be able to identify, spell, recognize side effects of, and document the most commonly used medications in a physician's office.

MARKETING AND RETAILING

MKT 120	Principles of Marketing	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.

MKT 121	Retailing	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course examines the role of retailing in the economy. Topics include the development of present retail structure, functions performed, effective operations, and managerial problems resulting from current economic and social trends. Upon completion, students should be able to demonstrate an understanding of the basic principles of retailing.

MKT 123	Fundamentals of Selling	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course is designed to emphasize the necessity of selling skills in a modern business environment. Emphasis is placed on sales techniques involved in various types of selling situations. Upon completion, students should be able to demonstrate an understanding of the techniques covered.

MKT 125	Buying and Merchandising	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course includes an analysis of the organization for buying—what, when, and how to buy—and the principles of effective inventory and stock control. Topics include organization for buying, analysis of buyers’ responsibilities, pricing, inventory control, planning, cost effectiveness, and vendor relationships. Upon completion, students should be able to demonstrate an understanding of the concepts covered through application.

MKT 220	Advertising and Sales Promotion	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course covers the elements of advertising and sales promotion in the business environment. Topics include advertising and sales promotion appeals, selection of media, use of advertising and sales promotion as a marketing tool, and means of testing effectiveness. Upon completion, students should be able to demonstrate an understanding of the concepts covered through application.

MKT 222	Credit Procedures	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course covers areas of collection that provide an understanding of the expertise needed to manage collection operations. Topics include principles and practices in the extension of credit, collection procedures, and laws pertaining to credit extension and collection. Upon completion, students should be able to demonstrate an understanding of the concepts covered.

MKT 228	Service Marketing	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course is designed to define service marketing, demonstrate its importance, and note its special characteristics. Topics include basic building blocks of service marketing, distinctive aspects of services, and applications of service marketing mix. Upon completion, students should be able to demonstrate a basic understanding of the marketing mix as it applies to the service industry.

MKT 230	Public Relations	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course introduces public relations as it affects communications, strategic planning, and management of the organization. Topics include basic principles and functions of management that guide public relations activities as applied to businesses, services, institutions, and associations. Upon completion, students should be able to perform the communications, evaluation, planning, and research activities of the public relations professional.

MAINTENANCE

MNT 110	Introduction to Maintenance Procedures	1	3	2
Prerequisites:	None			
Corequisites:	None			

This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards.

MNT 111 Maintenance Practices **1 3 2**

Prerequisites: MNT 110

Corequisites: None

This course provides in-depth theory and practical applications relating to predictive and preventive maintenance programs. Emphasis is placed on equipment failure, maintenance management software, and techniques such as vibration and infrared analysis. Upon completion, students should be able to demonstrate an understanding of modern analytical and documentation methods.

MNT 220 Rigging and Moving **1 3 2**

Prerequisites: None

Corequisites: None

This course covers the principles of safe rigging practices for handling, placing, and moving heavy machinery and equipment. Topics include safety estimation, positioning of equipment slings, rollers, jacks, levers, dollies, ropes, chains, padding, and other related topics. Upon completion, students should be able to relocate and set up equipment safely using accepted rigging practices.

MNT 230 Pumps and Piping Systems **1 3 2**

Prerequisites: None

Corequisites: None

This course covers pump installation and maintenance and related valves and piping systems. Topics include various types of pump systems and their associated valves, piping requirements, and other related topics. Upon completion, students should be able to select and install pump and piping systems and demonstrate proper maintenance and troubleshooting procedures.

MNT 240 Industrial Equipment Troubleshooting **1 3 2**

Prerequisites: ELC 112 or ELC 131

Corequisites: None

This course covers the various service procedures, tools, instruments, and equipment necessary to analyze and repair typical industrial equipment. Emphasis is placed on electromechanical and fluid power equipment troubleshooting and repair, including common techniques and procedures. Upon completion, students should be able to troubleshoot and repair industrial equipment.

MUSIC

MUS 110 Music Appreciation **3 0 3**

Prerequisites: None

Corequisites: None

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

NETWORKING TECHNOLOGY

NET 110 Data Communication/Networking 2 2 3

Prerequisites: None
Corequisites: None

This course introduce data communication and networking. Topics include telecommunication standards, protocols, equipment, network topologies, communication software, LANs, WANs, the Internet, and network operating systems. Upon completion, students should be able to demonstrate understanding of the fundamentals of telecommunication and networking.

NET 260 Internet Development and Support 3 0 3

Prerequisites: NET 110
Corequisites: None

This course covers issues relating to the development and implementation of Internet related tools and services. Topics include Internet organization, site registration, e-mail servers, Web servers, Web page development, legal issues, firewalls, multimedia, TCP/IP, service providers, FTP, list servers, and gateways. Upon completion, students should be able to develop and support the Internet services needed within an organization.

NURSING

NUR 110 Nursing I 5 9 8

Prerequisites: Admission to the Associate Degree Nursing program
Corequisites: None

This course introduces concepts basic to beginning nursing practice. Emphasis is placed on introducing the nurse's role as provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to demonstrate beginning competence in caring for individuals with common alterations in health.

NUR 120 Nursing II 5 9 8

Prerequisites: NUR 110
Corequisites: None

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on developing the nurse's role as provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to participate in the delivery of nursing care for individuals with common alterations in health.

NUR 130 Nursing III 4 9 7

Prerequisites: NUR 120
Corequisites: None

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on expanding the nurse's role as provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to deliver nursing care to individuals with common alterations in health. Emphasis is placed on nursing care of mother, infant, and families.

NUR 210 Nursing IV 5 15 10

Prerequisites: NUR 130
Corequisites: None

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on using collaboration as a provider of care, manager of care, and

member of the discipline of nursing. Upon completion, students should be able to modify nursing care for individuals with common alterations in health. Emphasis is placed on complex alterations in health and applying psychosocial theories to individuals/groups with mental health needs.

NUR 220 Nursing V 4 18 10

Prerequisites: NUR 210

Corequisites: None

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on the nurse's role as an independent provider and manager of care for a group of individuals and member of a multidisciplinary team. Upon completion, students should be able to provide comprehensive nursing care to a group of individuals with common complex health alterations. Emphasis is placed on leadership and management skills in a variety of health care settings.

OFFICE SYSTEMS TECHNOLOGY

OST 131 Keyboarding 1 2 2

Prerequisites: None

Corequisites: None

This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy level using the touch system.

OST 134 Text Entry and Formatting 3 2 4

Prerequisites: OST 131

Corequisites: None

This course is designed to provide the skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables, and business reports. Upon completion, students should be able to produce mailable documents.

OST 136 Word Processing 1 2 2

Prerequisites: None

Corequisites: None

This course introduces word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment.

OST 164 Text Editing Applications 3 0 3

Prerequisites: None

Corequisites: None

This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text.

OST 181 Introduction to Office Systems 3 0 3

Prerequisites: OST 131

Corequisites: None

This course introduces the skills and abilities needed in today's office. Topics include effectively interacting with co-workers and the public, processing simple financial and informational documents, and performing functions typical of today's offices. Upon completion, students should be able to display skills and decision-making abilities essential for functioning in the total office context.

OST 221 Principles of Shorthand I 3 2 4

Prerequisites: OST 134 and OST 164

Corequisites: None

This course introduces the theory and principles of a shorthand system. Topics include the basic phonetic characters, the abbreviated forms, and the fundamentals of phrasing. Upon completion, students should be able to accurately and proficiently read and write forms and write from dictation.

OST 222 Principles of Shorthand II 3 2 4

Prerequisites: OST 221

Corequisites: None

This course provides review of the theory and principles of a shorthand system and provides daily practice to develop dictation and transcription speed and accuracy. Emphasis is placed on intensive dictation and transcription practice with particular emphasis on producing mailable documents. Upon completion, students should be able to write from dictation and transcribe accurately at an acceptable speed level.

OST 223 Machine Transcription I 1 2 2

Prerequisites: OST 134, OST 136, and OST 164

Corequisites: None

This course covers the use of transcribing machines to produce mailable documents. Emphasis is placed on appropriate formatting, advanced text editing skills, and transcription techniques. Upon completion, students should be able to transcribe documents into mailable copy.

OST 224 Machine Transcription II 1 2 2

Prerequisites: OST 223

Corequisites: None

This course provides advanced transcription skills. Emphasis is placed on specialized transcription features. Upon completion, students should be able to transcribe complex business documents into mailable copy with minimal assistance.

OST 233 Office Publications Design 2 2 3

Prerequisites: OST 136

Corequisites: None

This course provides entry-level skills in using software with desktop publishing capabilities. Topics include principles of page layout, desktop publishing terminology and applications, and legal and ethical considerations of software use. Upon completion, students should be able to design and produce professional business documents and publications.

OST 236 Advanced Word/Information Procedures 2 2 3

Prerequisites: OST 136

Corequisites: None

This course develops proficiency in the utilization of advanced word/information processing functions. Topics include tables, graphics, macros, sorting, document assembly, merging, and newspaper and brochure columns. Upon completion, students should be able to produce a variety of complex business documents.

OST 289 Office Systems Management 2 2 3

Prerequisites: OST 134, OST 136, and OST 164

Corequisites: None

This course provides a capstone course for the office professional. Topics include administrative office procedures, imaging, communication techniques, ergonomics, and equipment utilization. Upon completion, students should be able to function proficiently in a changing office environment.

OCCUPATIONAL THERAPY ASSISTANT

OTA 110 Fundamentals of OT 2 3 3

Prerequisites: Enrollment in the Occupational Therapy Assistant program

Corequisites: BIO 165 or BIO 168

This course introduces occupational therapy theory, practice, philosophy, and principles. Emphasis is placed on providing a basic understanding of the profession as well as beginning to develop interaction and observation skills. Upon completion, students should be able to demonstrate basic understanding of OT practice options, uniform terminology, activity analysis, principles, process, philosophies, and frames of reference.

OTA 120 OT Media I 1 3 2

Prerequisites: Enrollment in the Occupational Therapy Assistant program

Corequisites: OTA 110

This course provides training in recognizing the therapeutic value of and using a wide variety of leisure, self-care, and work activities. Topics include crafts, games, personal care, and work activities, as well as teaching and learning methods and styles. Upon completion, students should be able to design, select, and complete/perform leisure, self-care, and work activities that would be therapeutic for designated client populations.

OTA 130 Assessment Skills 2 3 3

Prerequisites: Enrollment in the Occupational Therapy Assistant program

Corequisites: OTA 110

This course provides training in appropriate and accurate assessment and intervention skills related to sensory, movement, perceptual/cognitive, affective systems, and ADL skills. Topics include kinesiology, body mechanics, sensory, ROM, MMT, cognitive/perceptual, psychosocial, self-care, and work-related assessments; treatment approaches; and basics of group structure and dynamics. Upon completion, students should be able to administer various assessment tools and appropriate treatment approaches regarding sensation, movement, perception/cognition, affect, self-care, and work-related skills.

OTA 140 Professional Skills I 0 3 1

Prerequisites: Enrollment in the Occupational Therapy Assistant program

Corequisites: OTA 110

This course introduces the roles and responsibilities of COTAs/OTRs in OT practice and facilitates development of observation, documentation, and therapeutic use of self skills. Topics include Code of Ethics, roles/responsibilities, credentialing/licensing, documentation, therapeutic use of self and professional identity/behavior, supervisory relationships, time management, and observation skills. Upon completion, students should be able to demonstrate ethical behavior, discriminate between roles/responsibilities of COTAs/OTRs, and participate in acceptable supervision, documentation, and scheduling.

OTA 150 Life Span Skills I 2 3 3

Prerequisites: Enrollment in the Occupational Therapy Assistant program

Corequisites: PSY 241 and OTA 170

This course is designed to use knowledge gained from PSY 241 as it applies to OT practice from birth to adolescence. Topics include review of normal growth and development, identification/discussion of common disabilities/delays, assessment, treatment planning, and intervention approaches used with these populations. Upon completion, students should be able to identify/use assessments/screenings and interventions for infants through adolescents for selected disabilities/developmental delays in various settings.

OTA 161 Fieldwork I—Placement 1 0 3 1

Prerequisites: OTA 120 and OTA 140

Corequisites: OTA 130

This course provides introductory-level clinical training opportunities. Emphasis is placed on observational and basic interactional skills in a setting with a culturally diverse client population. Upon completion, students should be able to use observational and interactional skills to relate effectively with clients under the guidance/direction of fieldwork supervisors.

OTA 162 Fieldwork I—Placement 2 0 3 1

Prerequisites: OTA 120 and OTA 140

Corequisites: OTA 130

This course provides introductory-level clinical training opportunities. Emphasis is placed on observational and basic interactional skills in a setting with a culturally diverse client population. Upon completion, students should be able to use observational and interactional skills to relate effectively with clients under the guidance/direction of fieldwork supervisors.

OTA 163 Fieldwork I—Placement 3 0 3 1

Prerequisites: OTA 120 and OTA 140

Corequisites: OTA 130

This course provides introductory-level clinical training opportunities. Emphasis is placed on observational and basic interactional skills in a setting with a culturally diverse client population. Upon completion, students should be able to use observational and interactional skills to relate effectively with clients under the guidance/direction of fieldwork supervisors.

OTA 170 Physical Dysfunction 2 3 3

Prerequisites: None

Corequisites: OTA 130

This course is designed to provide knowledge and skills needed for working with individuals experiencing varied medical/physical conditions within their socioeconomic and cultural environments. Topics include medical terminology, common diagnoses, structures/functions that change with disease processes, assessment/treatment priorities for specific problems/conditions, treatment planning, and intervention. Upon completion, students should be able to recognize common symptoms, prioritize problems, and provide for patient safety and infection control when planning and implementing treatment.

OTA 180 Psychosocial Dysfunction 2 3 3

Prerequisites: PSY 281

Corequisites: OTA 130

This course uses theories/principles related to psychological/psychiatric health and illnesses and provides training in assessing/treating symptoms of dysfunction and therapeutic use of self and groups. Topics include psychiatric illnesses, symptoms of dysfunction, assessment and treatment of individuals, planning and facilitating therapeutic groups, client safety, and psychosocial aspects of practice. Upon completion, students should be able to effectively plan and conduct individual and group treatment for client conditions related to psychosocial dysfunction recognizing temporal/socioeconomic/cultural contexts.

OTA 220 OT Media II 1 6 3

Prerequisites: OTA 120 and OTA 130

Corequisites: None

This course provides training in appropriate and accurate assessment and intervention skills related to orthotics, prosthetics, assistive devices, environmental controls, and ADA issues. Topics include

ergonomics and hand function, splint selection/fabrication, changes that improve access for persons with disabilities, use of modalities in treatment, and computers in OT intervention. Upon completion, students should be able to demonstrate proficiency fabricating/monitoring orthotic devices, constructing/modifying assistive devices, using ADA guidelines, and using computers for therapeutic purposes.

OTA 240 Professional Skills II 0 3 1

Prerequisites: OTA 140

Corequisites: None

This course builds upon and expands skills developed in OTA 140 with emphasis on documentation, supervisory relationships, involvement in the profession, and clinical management skills. Topics include clarification of roles/responsibilities, detailed examination of the supervisory process, professional participation in organizations, and the mechanics of assisting in clinic operations. Upon completion, students should be able to work effectively with a supervisor, plan/implement a professional activity, and perform routine clinic management tasks.

OTA 250 Life Span Skills II 2 3 3

Prerequisites: Enrollment in the Occupational Therapy Assistant program

Corequisites: PSY 241, OTA 170, and OTA 180

This course uses knowledge gained from PSY 241 as it applies to OT practice from young adulthood through old age. Emphasis is placed on identification/discussion of common disabilities/chronic diseases, assessments, planning and interventions used with these populations, and activity programming. Upon completion, students should be able to identify/use assessments, interventions, and activities for adults with selected disabilities/losses in various settings.

OTA 260 Fieldwork II—Placement 1 0 18 6

Prerequisites: Successful completion of all required OTA curriculum courses except OTA 261 and OTA 280

Corequisites: This course must be completed within 18 months of the completion of all other OTA course work.

This course provides clinical experience under the direct supervision of experienced OTR or COTA personnel working in various practice settings. Emphasis is placed on final clinical preparation for entry-level practice in the profession. Upon completion, students should be able to meet all critical competencies established by the curriculum and AOTA guidelines for entry-level practice.

OTA 261 Fieldwork II—Placement 2 0 18 6

Prerequisites: Successful completion of all required OTA curriculum courses except OTA 260 and OTA 280

Corequisites: This course must be completed within 18 months of the completion of all other OTA course work.

This course provides clinical experience under the direct supervision of experienced OTR or COTA personnel working in various practice settings. Emphasis is placed on final clinical preparation for entry-level practice in the profession. Upon completion, students should be able to meet all critical competencies established by the curriculum and AOTA guidelines for entry-level practice.

OTA 280 Professional Transitions 0 2 1

Prerequisites: OTA 260 or OTA 261

Corequisites: Enrollment in either OTA 260 or OTA 261

This course provides closure to the educational program following Fieldwork II placements. Emphasis is placed on portfolio development and presentation, program evaluation, Fieldwork II experience analysis and synthesis, and final preparation for the certification examination. Upon completion,

students should be able to enter the OT work force with supportive documentation demonstrating progress toward meeting critical competencies set forth by the curriculum.

PHYSICAL EDUCATION

PED 113 Aerobics I 0 3 1
Prerequisites: None
Corequisites: None

This course introduces a program of cardiovascular fitness involving continuous, rhythmic exercise. Emphasis is placed on developing cardiovascular efficiency, strength, and flexibility and on safety precautions. Upon completion, students should be able to select and implement a rhythmic aerobic exercise program.

PED 117 Weight Training I 0 3 1
Prerequisites: None
Corequisites: None

This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program.

PED 120 Walking for Fitness 0 3 1
Prerequisites: None
Corequisites: None

This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking program.

PED 147 Soccer 0 2 1
Prerequisites: None
Corequisites: None

This course introduces the basics of soccer. Emphasis is placed on rules, strategies, and fundamental skills. Upon completion, students should be able to participate in recreational soccer.

PHILOSOPHY

PHI 210 History of Philosophy 3 0 3
Prerequisites: ENG 111
Corequisites: None

This course introduces fundamental philosophical issues through an historical perspective. Emphasis is placed on such figures as Plato, Aristotle, Lao-Tzu, Confucius, Augustine, Aquinas, Descartes, Locke, Kant, Wollstonecraft, Nietzsche, and Sartre. Upon completion, students should be able to identify and distinguish among the key positions of the philosophers studied. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

PHI 215 Philosophical Issues 3 0 3
Prerequisites: ENG 111
Corequisites: None

This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality,

PHY 110A	Conceptual Physics Lab	0	2	1
Prerequisites:	None			
Corequisites:	PHY 110			

This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY 110. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

PHY 131	Physics—Mechanics	3	2	4
Prerequisites:	MAT 121 or MAT 161			
Corequisites:	None			

This algebra/trigonometry-based course introduces fundamental physical concepts as applied to engineering technology fields. Topics include systems of units, problem-solving methods, graphical analysis, vectors, motion, forces, Newton’s laws of motion, work, energy, power, momentum, and properties of matter. Upon completion, students should be able to apply the principles studied to applications in engineering technology fields. Others topics such as electricity, thermodynamics, magnets, waves, and light may be included as they pertain to individual fields of study.

PHY 151	College Physics I	3	2	4
Prerequisites:	MAT 161			
Corequisites:	None			

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

PHY 152	College Physics II	3	2	4
Prerequisites:	PHY 151			
Corequisites:	None			

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

POLITICAL SCIENCE

POL 120	American Government	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course is a study of the origins, development, structure, and functions of American national government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy formation. Upon completion, students should be able to demonstrate an understanding of

the basic concepts and participatory processes of the American political system. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

POL 210 Comparative Government 3 0 3

Prerequisites: None

Corequisites: None

This course provides a cross-national perspective on the government and politics of contemporary nations such as Great Britain, France, Germany, and Russia. Topics include each country's historical uniqueness, key institutions, attitudes and ideologies, patterns of interaction, and current political problems. Upon completion, students should be able to identify and compare various nations' governmental structures, processes, ideologies, and capacity to resolve major problems. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

POL 220 International Relations 3 0 3

Prerequisites: None

Corequisites: None

This course provides a study of the effects of ideologies, trade, armaments, and alliances on relations among nation-states. Emphasis is placed on regional and global cooperation and conflict, economic development, trade, nongovernmental organizations, and international institutions such as the World Court and UN. Upon completion, students should be able to identify and discuss major international relationships, institutions, and problems. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

PSYCHOLOGY

PSY 110 Life Span Development 3 0 3

Prerequisites: None

Corequisites: None

This course provides an introduction to the study of human growth and development. Emphasis is placed on the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span and apply this knowledge to their specific field of study.

PSY 118 Interpersonal Psychology 3 0 3

Prerequisites: None

Corequisites: None

This course introduces the basic principles of psychology as they relate to personal and professional development. Emphasis is placed on personality traits, communication/leadership styles, effective problem solving, and cultural diversity as they apply to personal and work environments. Upon completion, students should be able to demonstrate an understanding of these principles of psychology as they apply to personal and professional development.

PSY 141 Psychology of Death and Dying 3 0 3

Prerequisites: None

Corequisites: None

This course presents psychological perspectives on death and dying. Topics include the culturally diverse aspects of death and the grieving process, adjustment mechanisms, interventions, and the

psychological and ethical dimensions of death and dying. Upon completion, students should be able to demonstrate an understanding of the psychosocial aspects of death and dying.

PSY 150 General Psychology 3 0 3

Prerequisites: None

Corequisites: None

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

PSY 234 Organizational Psychology 3 0 3

Prerequisites: PSY 150

Corequisites: None

This course introduces the field of industrial and organizational psychology. Topics include employee motivation, organizational structure, leadership, selection and training, conflict resolution, communication, job satisfaction, and other related influences on performance. Upon completion, students should be able to demonstrate a basic understanding of organizational dynamics and behaviors in the workplace.

PSY 237 Social Psychology 3 0 3

Prerequisites: PSY 150 or SOC 210

Corequisites: None

This course introduces the study of individual behavior within social contexts. Topics include affiliation, attitude formation and change, conformity, altruism, aggression, attribution, interpersonal attraction, and group behavior. Upon completion, students should be able to demonstrate an understanding of the basic principles of social influences on behavior. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

PSY 239 Psychology of Personality 3 0 3

Prerequisites: PSY 150

Corequisites: None

This course covers major personality theories and personality research methods. Topics include psychoanalytic, behavioristic, social learning, cognitive, humanistic, and trait theories including supporting research. Upon completion, students should be able to compare and contrast traditional and contemporary approaches to the understanding of individual differences in human behavior. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

PSY 241 Developmental Psychology 3 0 3

Prerequisites: PSY 150

Corequisites: None

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

PSY 246 Adolescent Psychology 3 0 3

Prerequisites: PSY 150

Corequisites: None

This course provides an overview of the behavior patterns, life changes, and social issues that accompany the developmental stage of adolescence. Topics include developmental theories; physical, cognitive, and psychosocial growth; transitions to young adulthood; and sociocultural factors that influence adolescent roles in home, school, and community. Upon completion, students should be able to identify typical and atypical adolescent behavior patterns as well as appropriate strategies for interacting with adolescents.

PSY 255 Introduction to Exceptionality 3 0 3

Prerequisites: PSY 150

Corequisites: None

This course introduces the psychology of the exceptional person. Topics include theoretical perspectives, terminology, and interventions pertaining to various handicapping conditions as well as the resulting psychosocial adjustments. Upon completion, students should be able to demonstrate a basic understanding of the potentials and limitations of the exceptional person.

PSY 263 Educational Psychology 3 0 3

Prerequisites: PSY 150

Corequisites: None

This course examines the application of psychological theories and principles to the educational process and setting. Topics include learning and cognitive theories, achievement motivation, teaching and learning styles, teacher and learner roles, assessment, and developmental issues. Upon completion, students should be able to demonstrate an understanding of the application of psychological theory to educational practice.

PSY 275 Health Psychology 3 0 3

Prerequisites: PSY 150

Corequisites: None

This course covers the biopsychosocial dynamics of stress and the maintenance of good health. Topics include enhancing health and well-being, stress management, life style choices and attitudes, the mind-body relationship, nutrition, exercise, and fitness. Upon completion, students should be able to demonstrate an understanding of the psychological factors related to health and well-being.

PSY 281 Abnormal Psychology 3 0 3

Prerequisites: PSY 150

Corequisites: None

This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

PHYSICAL THERAPIST ASSISTANT

PTA 110

Introduction to Physical Therapy

233

Prerequisites:

Enrollment in the Physical Therapist Assistant program

Corequisites:

None

This course introduces the field of physical therapy including the history and standards of practice for the physical therapist assistant and basic treatment techniques. Emphasis is placed on ethical and legal considerations, universal precautions, vital signs, documentation, basic patient preparation and treatment skills, and architectural barrier screening. Upon completion, students should be able to explain the role of the physical therapist assistant and demonstrate competence in basic techniques of patient care.

PTA 125

Gross and Functional Anatomy

365

Prerequisites:

Enrollment in the Physical Therapist Assistant program

Corequisites:

None

This course provides an in-depth, clinically oriented survey of gross and functional anatomy. Emphasis is placed on musculoskeletal and nervous systems and clinical biomechanics, including goniometry, basic manual muscle testing, and components of normal gait. Upon completion, students should be able to identify specific anatomical structures and describe, observe, and measure musculoskeletal posture and function.

PTA 135

Pathology

404

Prerequisites:

Enrollment in the Physical Therapist Assistant program

Corequisites:

None

This course introduces principles of pathology, processes of and normal responses to injury and disease, and changes related to aging. Emphasis is placed on conditions most commonly treated in physical therapy. Upon completion, students should be able to discuss basic pathological processes and identify etiology, signs, symptoms, complications, treatment options, and prognoses of specific orthopedic conditions.

PTA 145

Therapeutic Procedures

264

Prerequisites:

Enrollment in the Physical Therapist Assistant program

Corequisites:

None

This course provides a detailed study of specific treatment procedures and the physiological principles and techniques involved. Emphasis is placed on the correct application of superficial heat and cold, massage and soft tissue mobilization, ultrasound, diathermy, traction, and electrical stimulation. Upon completion, students should be able to demonstrate competence in the application of these modalities and explain the indications, contraindications, effects, and precautions for each.

PTA 155

PTA Clinical I

062

Prerequisites:

Enrollment in the Physical Therapist Assistant program

Corequisites:

None

This course provides the opportunity to gain clinical experience and apply academic skills and knowledge to patient care. Emphasis is placed on performing patient care skills, observation and measurement, and professional and patient interaction. Upon completion, students should be able to demonstrate safe and effective clinical practice as measured by a standardized performance evaluation.

PTA 175	PTA Clinical II	0	6	2
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Prerequisites: Enrollment in the Physical Therapist Assistant program

Corequisites: None

This course provides the opportunity to gain clinical experience and apply academic skills and knowledge to patient care. Emphasis is placed on performing patient care skills, observation and measurement, and professional and patient interaction. Upon completion, students should be able to demonstrate safe and effective clinical practice as measured by a standardized performance evaluation.

PTA 212	Health Care/Resources	2	0	2
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Prerequisites: Enrollment in the Physical Therapist Assistant program

Corequisites: None

This course provides an overview of various aspects of health care delivery systems and the interrelationships of health care team members. Topics include health agencies and their functions, health care team member roles, management, and other health care issues. Upon completion, students should be able to discuss the functions of health organizations and team members and aspects of health care affecting physical therapy delivery.

PTA 215	Therapeutic Exercise	2	3	3
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Prerequisites: Enrollment in the Physical Therapist Assistant program

Corequisites: None

This course introduces basic concepts of strengthening, endurance, and flexibility exercise and balance, gait, and posture training. Emphasis is placed on applying techniques to the treatment of orthopedic conditions. Upon completion, students should be able to safely and effectively execute basic exercise programs and balance, gait, and posture training.

PTA 222	Professional Interactions	2	0	2
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Prerequisites: Enrollment in the Physical Therapist Assistant program

Corequisites: None

This course is designed to assist in the development of effective interpersonal skills in the physical therapist assistant setting. Topics include reactions to disability, the grieving process, methods of communication, motivation, health promotion, disease prevention, and aging. Upon completion, students should be able to discuss and demonstrate methods for achieving effective interaction with patients, families, the public, and other health care providers.

PTA 225	Introduction to Rehabilitation	3	3	4
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Prerequisites: Enrollment in the Physical Therapist Assistant program

Corequisites: None

This course covers cardiovascular, pulmonary, and integumentary conditions, as well as causes and treatment of amputations. Emphasis is placed upon pathological processes as well as comprehensive treatment of the various conditions studied. Upon completion, students should be able to discuss etiology, signs, symptoms, complications, and prognoses of various conditions and implement components of a comprehensive treatment program.

PTA 235	Neurological Rehabilitation	3	6	5
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Prerequisites: Enrollment in the Physical Therapist Assistant program

Corequisites: None

This course covers neurological and neuromuscular conditions experienced throughout the life span. Topics include the pathology of selected conditions and the methods and rationales of various treatment approaches. Upon completion, students should be able to discuss etiology, signs, symptoms,

complications, and prognoses of various conditions and implement components of a comprehensive treatment program.

PTA 245 PTA Clinical III

0 12 4

Prerequisites: Enrollment in the Physical Therapist Assistant program

Corequisites: None

This course provides the opportunity to gain clinical experience and apply academic skills and knowledge to patient care. Emphasis is placed on performing patient care skills, observation and measurement, and professional and patient interaction. Upon completion, students should be able to demonstrate safe and effective clinical practice as measured by a standardized performance evaluation.

PTA 255 PTA Clinical IV

0 12 4

Prerequisites: Enrollment in the Physical Therapist Assistant program

Corequisites: None

This course provides the opportunity to gain clinical experience and apply academic skills and knowledge to patient care. Emphasis is placed on performing patient care skills, observation and measurement, and professional and patient interaction. Upon completion, students should be able to demonstrate safe and effective clinical practice as measured by a standardized performance evaluation.

RESPIRATORY CARE

RCP 110 Introduction to Respiratory Care

3 3 4

Prerequisites: Enrollment in the Respiratory Care program

Corequisites: None

This course introduces the respiratory care profession. Topics include the role of the respiratory care practitioner, medical gas administration, basic patient assessment, infection control, and medical terminology. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations.

RCP 111 Therapeutics/Diagnostics

4 3 5

Prerequisites: RCP 110

Corequisites: None

This course is a continuation of RCP 110. Emphasis is placed on entry-level therapeutic and diagnostic procedures used in respiratory care. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations.

RCP 112 Patient Management

3 3 4

Prerequisites: RCP 111

Corequisites: None

This course provides entry-level skills in adult/pediatric mechanical ventilation and respiratory care procedures in traditional and alternative settings. Emphasis is placed on therapeutic modalities and physiological effects of cardiopulmonary rehabilitation, home care, mechanical ventilation, and monitoring. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations.

RCP 113 RCP Pharmacology 2 0 2

Prerequisites: Enrollment in the Respiratory Care program

Corequisites: None

This course covers the drugs used in the treatment of cardiopulmonary diseases. Emphasis is placed on the uses, actions, indications, administration, and hazards of pharmacological agents. Upon completion, students should be able to demonstrate competence through written evaluations.

RCP 115 C-P Pathophysiology 2 0 2

Prerequisites: Enrollment in the Respiratory Care program

Corequisites: None

This course introduces the etiology, pathogenesis, and physiology of cardiopulmonary diseases and disorders. Emphasis is placed on clinical signs and symptoms along with diagnoses, complications, prognoses, and management. Upon completion, students should be able to demonstrate competence in these concepts through written evaluations.

RCP 135 RCP Clinical Practice I 0 15 5

Prerequisites: Enrollment in the Respiratory Care program

Corequisites: RCP 110

This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

RCP 144 RCP Clinical Practice II 0 12 4

Prerequisites: RCP 110

Corequisites: RCP 111

This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

RCP 210 Critical Care Concepts 3 3 4

Prerequisites: Successful completion of three semesters of the Respiratory Care program

Corequisites: None

This course provides further refinement of acute patient care and underlying pathophysiology. Topics include a continuation in the study of mechanical ventilation, underlying pathophysiology, and introduction of critical care monitoring. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations.

RCP 211 Advanced Monitoring/Procedures 3 3 4

Prerequisites: RCP 210

Corequisites: None

This course includes advanced information gathering and decision making for the respiratory care professional. Topics include advanced cardiac monitoring and special procedures. Upon completion, students should be able to evaluate, design, and recommend appropriate care plans through written and laboratory evaluations.

RCP 212 Home Care/Rehabilitation 2 0 2

Prerequisites: RCP 111

Corequisites: None

This course provides an in-depth study of cardiopulmonary rehabilitation and alternatives to hospital care. Emphasis is placed on the procedures and technologies applied to these areas. Upon completion, students should be able to design appropriate respiratory care plans for the home and extended care environments.

RCP 214

Neonatal/Pediatrics RC

Prerequisites:

Corequisites:

RCP 111

None

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This course provides in-depth coverage of the concepts of neonatal and pediatric respiratory care. Emphasis is placed on neonatal and pediatric pathophysiology and on the special therapeutic needs of neonates and children. Upon completion, students should be able to demonstrate competence in these concepts through written and laboratory evaluations.

RCP 235

RCP Clinical Practice IV

Prerequisites:

Corequisites:

RCP 111

RCP 210

0

15

5

This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

RCP 246

RCP Clinical Practice V

Prerequisites:

Corequisites:

RCP 210

RCP 211

0

18

6

This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

READING

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by that college's placement test.

RED 070

Essential Reading Skills

Prerequisites:

Corequisites:

None

None

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This course is designed for those with limited reading skills. Emphasis is placed on basic word attack skills, vocabulary, transitional words, paragraph organization, basic comprehension skills, and learning strategies. Upon completion, students should be able to demonstrate competence in the skills required for RED 080. *This course does not satisfy the developmental reading prerequisite for ENG 111 or ENG 111A.*

RED 080

Introduction to College Reading

Prerequisites:

Corequisites:

RED 070 or ENG 075

None

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This course introduces effective reading and inferential thinking skills in preparation for RED 090. Emphasis is placed on vocabulary, comprehension, and reading strategies. Upon completion, students should be able to determine main ideas and supporting details, recognize basic patterns of organization, draw conclusions, and understand vocabulary in context. *This course does not satisfy the developmental reading prerequisite for ENG 111 or ENG 111A.*

RED 090 Improved College Reading**3 2 4**

Prerequisites: RED 080 or ENG 085

Corequisites: None

This course is designed to improve reading and critical thinking skills. Topics include vocabulary enhancement; extracting implied meaning; analyzing author's purpose, tone, and style; and drawing conclusions and responding to written material. Upon completion, students should be able to comprehend and analyze college-level reading material. *This course satisfies the developmental reading prerequisite for ENG 111 or ENG 111A.*

RELIGION**REL 110 World Religions****3 0 3**

Prerequisites: None

Corequisites: None

This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

REL 112 Western Religions**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces the major western religious traditions. Topics include Zoroastrianism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

REL 211 Introduction to Old Testament**3 0 3**

Prerequisites: None

Corequisites: None

This course is a survey of the literature of the Hebrews with readings from the law, prophets, and other writings. Emphasis is placed on the use of literary, historical, archeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

REL 212 Introduction to New Testament**3 0 3**

Prerequisites: None

Corequisites: None

This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

REL 221	Religion in America	3	0	3
Prerequisites:	None			
Corequisites:	None			

This course is an examination of religious beliefs and practice in the United States. Emphasis is placed on mainstream religious traditions and nontraditional religious movements from the Colonial period to the present. Upon completion, students should be able to recognize and appreciate the diversity of religious traditions in America. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

REAL ESTATE

RLS 112	Real Estate Fundamentals	4	0	4
Prerequisites:	None			
Corequisites:	None			

This course provides basic instruction in real estate principles and practices. Topics include law, finance, brokerage, closing, valuation, management, taxation, mathematics, construction, land use, property insurance, and North Carolina License Law and Commission Rules. Upon completion, students should be able to demonstrate basic knowledge and skills necessary for real estate sales.

RLS 113	Real Estate Mathematics	2	0	2
Prerequisites:	None			
Corequisites:	None			

This course provides basic instruction in business mathematics applicable to real estate situations. Topics include area computations, percentage of profit/loss, bookkeeping and accounting methods, appreciation and depreciation, financial calculations and interest yields, property valuation, insurance, taxes, and commissions. Upon completion, students should be able to demonstrate proficiency in applied real estate mathematics.

RLS 114	Real Estate Brokerage	2	0	2
Prerequisites:	RLS 112 or current Real Estate license			
Corequisites:	None			

This course provides basic instruction in the various real estate brokerage operations, including trust account records and procedures. Topics include establishing a brokerage firm, management concepts and practices, personnel and training, property management, advertising and publicity, records and bookkeeping systems, and financial operations. Upon completion, students should be able to establish, operate, and manage a realty brokerage practice in a manner which protects and serves the public interest.

RLS 115	Real Estate Finance	2	0	2
Prerequisites:	RLS 112 or current Real Estate license			
Corequisites:	None			

This course provides advanced instruction in financing real estate transactions and real property valuation. Topics include sources of mortgage funds, financing instruments, mortgage types, loan underwriting, essential mathematics, and property valuation. Upon completion, students should be able to demonstrate knowledge of real estate finance necessary to act as real estate brokers.

RLS 116 Real Estate Law**2 0 2**

Prerequisites: RLS 112 or current Real Estate license

Corequisites: None

This course provides advanced instruction in legal aspects of real estate brokerage. Topics include property ownership and interests, brokerage relationships, agency law, contracts, settlement statements, and North Carolina License Law and Commission Rules. Upon completion, students should be able to demonstrate knowledge of laws relating to real estate brokerage necessary to act as real estate brokers.

SUBSTANCE ABUSE**SAB 110 Substance Abuse Overview****3 0 3**

Prerequisites: None

Corequisites: None

This course provides an overview of the core concepts in substance abuse and dependence. Topics include the history of drug use/abuse, effects on societal members, treatment of addiction, and preventive measures. Upon completion, students should be able to demonstrate knowledge of the etiology of drug abuse, addiction, prevention, and treatment.

SOCIOLOGY**SOC 210 Introduction to Sociology****3 0 3**

Prerequisites: None

Corequisites: None

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

SOC 213 Sociology of the Family**3 0 3**

Prerequisites: None

Corequisites: None

This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse life styles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

SOC 220 Social Problems**3 0 3**

Prerequisites: None

Corequisites: None

This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems. *This course has been approved to satisfy the*

Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

SOC 225 Social Diversity 3 0 3

Prerequisites: None
Corequisites: None

This course provides a comparison of diverse roles, interests, opportunities, contributions, and experiences in social life. Topics include race, ethnicity, gender, sexual orientation, class, and religion. Upon completion, students should be able to analyze how cultural and ethnic differences evolve and how they affect personality development, values, and tolerance. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

SOC 232 Social Context of Aging 3 0 3

Prerequisites: None
Corequisites: None

This course provides an overview of the social implications of the aging process. Emphasis is placed on the roles of older adults within families, work and economics, politics, religion, education, and health care. Upon completion, students should be able to identify and analyze changing perceptions, diverse life styles, and social and cultural realities of older adults.

SOC 242 Sociology of Deviance 3 0 3

Prerequisites: None
Corequisites: None

This course provides an overview of deviant behavior and the processes involved in its definition, causation, prevention, control, and treatment. Topics include theories of causation, social control, delinquency, victimization, criminality, the criminal justice system, punishment, rehabilitation, and restitution. Upon completion, students should be able to identify and analyze issues surrounding the nature and development of social responses to deviance.

SPANISH

SPA 111 Elementary Spanish I 3 0 3

Prerequisites: None
Corequisites: None

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

SPA 112 Elementary Spanish II 3 0 3

Prerequisites: SPA 111
Corequisites: None

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

WELDING

WLD 110 Cutting Processes 1 3 2

Prerequisites: None
Corequisites: None

This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve, and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness.

WLD 112 Basic Welding Processes 1 3 2

Prerequisites: None
Corequisites: None

This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.

WLD 115 SMAW (Stick) Plate 2 9 5

Prerequisites: None
Corequisites: None

This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.

WLD 121 GMAW (MIG) FCAW/Plate 2 6 4

Prerequisites: None
Corequisites: None

This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions.

WLD 131 GTAW (TIG) Plate 2 6 4

Prerequisites: None
Corequisites: None

This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials.

College Personnel

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Albemarle, North Carolina

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Marshville, North Carolina

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Henry Farmer, Sr.
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Albemarle, North Carolina

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Albemarle, North Carolina

Jay Phillips
Albemarle, North Carolina

Annie Ruth Kelley
Albemarle, North Carolina

William N. Rigsbee
Albemarle, North Carolina

Dr. Jimmie E. Martin
Albemarle, North Carolina

Fae Towns
Monroe, North Carolina

Roger A. Martin
Albemarle, North Carolina

Ed Underwood
Albemarle, North Carolina

President
Student Government Association

OFFICE OF THE PRESIDENT

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Ann Kiser *Assistant to the President*
Charlotte Morris *Dean, Institutional Development*
Pam Brafford *Foundation Coordinator*
Crystal Harkey *Institutional Effectiveness Officer*
Sarah Barnett *Secretary/Receptionist*

ADMINISTRATIVE STAFF

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Donnie N. Lowder	<i>Vice President of Fiscal Services</i>
Bud Marchant	<i>Director of Union Technical Education Center</i>
Charlotte Morris	<i>Dean of Institutional Development</i>
Nita Noblitt-Hicks	<i>Dean of Instruction</i>
Russell H. Sharples	<i>Dean of Students</i>
Lonnie R. Swanner	<i>Dean of Corporate and Professional Education</i>

FACULTY

Janet Almond	<i>Instructor—Associate Degree Nursing B.S.N., UNC—Charlotte</i>
Merlin Amirtharaj	<i>Program Head/Instructor—Information Systems B.S., University of Kerala; M.B.A., Pfeiffer University</i>
McCord Barbee	<i>Instructor—Automotive Systems Technology Diploma, Stanly Community College</i>
Stephen C. Barker	<i>Program Head/Instructor Mechanical Engineering Technology/Drafting and Design B.S., Appalachian State University; M.S., North Carolina A & T State University</i>
Max Boylen	<i>Program Head/Instructor—Criminal Justice Technology A.A.S., Davidson Community College; B.S., UNC—Charlotte; M.S., UNC—Charlotte; Certification N.C. Justice Academy</i>
Rita Chrane	<i>Program Head/Instructor—Office Systems Technology A.B.A., South Plains Junior College; B.B.A., West Texas State University; M.B.A., West Texas State University</i>
Tammy Pickler Crump	<i>Program Head/Instructor—Respiratory Care Diploma, Stanly Community College; A.A.S., Central Piedmont Community College; B.S., Appalachian State University; M.S., North Carolina A & T State University</i>
Sharon Cupples	<i>Instructor—English and Reading B.S., UNC—Charlotte; Developmental Education Specialist Certificate, Kellogg Institute—ASU; M.A., Appalachian State University</i>
Elaine Elmo	<i>Instructor—English B.A., UNC—Charlotte; M.A., UNC—Charlotte</i>
Athena Foreman	<i>Instructor—Associate Degree Nursing Diploma, Cabarrus School of Nursing; B.S.N., Wingate College; M.S.N., UNC— Charlotte</i>

- Ruth Goodwin..... *Instructor—English*
B.S., East Carolina University; M.Ed., East Carolina University
- Claudia Gresham-Shelton *Coordinator—Associate in Arts*
Program Head/Instructor—English
B.A., UNC—Chapel Hill; M.A., UNC—Charlotte
- Debbie Hahn *Instructor—Biology*
B.S., UNC—Charlotte; M.S., UNC—Charlotte
- Robert Harrison *Program Head/Instructor—Electronics Engineering Technology*
B.S., Northeastern University of Boston
- Daniel Hazlett *Instructor—English*
B.S., Concord College; M.A., Marshall University
- Judy Helms *Director, Clinical Education*
Instructor—Respiratory Care
A.A.S., Central Piedmont Community College; B.S., Medical University of South Carolina
- Heather Hill *Instructor—Mathematics/Physics*
B.S., Pfeiffer College; M.A., UNC—Charlotte
- Jim Hillier..... *Division Chair—Technical Education*
Instructor—Information Systems
B.S., Southern Illinois University
- Mike Hogan *Program Head/Instructor—Biomedical Equipment Technology*
A.A.S., Caldwell Community College
- Janie Hopkins *Director, Clinical Education*
Instructor—Physical Therapist Assistant
A.A.S., Central Piedmont Community College
- Oron Huneycutt *Program Head/Instructor*
Automotive Systems Technology
Diploma, Central Piedmont Community College; A.A.S., Central Piedmont Community College
- Nancy Joines *Instructor—Mathematics*
B.S., Appalachian State University; M.S., North Carolina A & T State University
- Mary Anne Laney *Division Chair—Allied Health; Program Head/*
Instructor—Associate Degree Nursing
B.S.N., Mercy College of Detroit; M.S.N., Wayne State University
- Charles Lunsford *Program Head/Instructor—Auto Body Repair/Welding*
Diploma Stanly Community College
- Marlowe Mager *Program Head/Instructor—Psychology*
B.A., St. Andrews Presbyterian College; M.A., UNC—Charlotte

- Robin McCree *Division Chair—General Education*
Program Head/Instructor—Science
B.S., Appalachian State University; M.A., Appalachian State University
- Sue McIntyre *Division Chair—Business and Professional Services*
Program Head/Instructor—Accounting and Business Administration
B.A., Pfeiffer College; M.B.A., Pfeiffer College
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Diploma, Cabarrus Memorial Hospital School of Nursing; B.S., Wingate College;
M.S. Ed., UNC—Charlotte
- Wes Misenheimer *Instructor—Information Systems and*
Electronics Engineering Technology
A.A.S., Stanly Community College; B.S., UNC—Charlotte
- Mary Moretti *Program Head/Instructor—Physical Therapist Assistant*
B.S.P.T., East Carolina University
- Kathy Page *Program Head/Instructor—Mathematics*
B.A., UNC—Chapel Hill; M.A., UNC—Chapel Hill
- Dan Parmer *Program Head/Instructor—Computer Engineering Technology*
A.A.S, Copper Mountain College; B.S., Southern Illinois University
- Sara Potter *Program Head/Instructor—Early Childhood Associate*
B.A., Meredith College
- Lynn Preslar *Instructor—Occupational Therapy Assistant*
A.A.S., Stanly Community College
- Thomas Sharts *Program Head/Instructor—Human Services Technology*
B.S., Buffalo State College; M.Ed., University of Buffalo
- Karen Smith *Program Head/Instructor—Occupational Therapy Assistant*
B.S., University of New Hampshire
- Susan Spence *Instructor—Associate Degree Nursing*
B.S.N., UNC—Charlotte; M.S.N. UNC—Charlotte
- Mary Lou Thomas *Instructor—Cosmetology*
A.A.S., Sandhills Community College
- Carol Toney *Program Head/Instructor—Cosmetology and Manicuring*
Diploma, D’mar College of Cosmetology
- Daniel Wray *Instructor—English/Humanities*
B.A., Westmont College; M.S., Gordon-Conwell Theology Seminary
- Marilyn Wunsch *Instructor—Associate Degree Nursing*
B.S.N., University of Kentucky; M.A. Ed., Pepperdine University

DIVISION OF INSTRUCTION

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Virginia Yandle *Library Assistant*

Adult Literacy Programs

Scott Crisco *Coordinator, ESL/Instructor, Adult Basic Skills*
Kathy Gardner *Director, Adult Literacy Programs/HRD*
Andrea Hardy *Coordinator, Adult Basic Skills/CASAS Trainer*
Pauline Jackson *Instructor, Adult Basic Skills/Retention*
Cathy Thurston *Coordinator, Human Resource Development*

Technology

Christi Almond *Network Manager/LAN Technician*
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DIVISION OF FISCAL SERVICES

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Linda Honeycutt *Cashier*
Donna Kimrey *Human Resources Coordinator/Assistant Unix Administrator*
Gail Perkins *Bookstore Manager*
Randy Ross *Controller*
Barbara Slater *Accounts Receivable/Financial Aid*
Lydia Vanhoy *Computer Operator/Accounts Payable*

Maintenance

Bernie Almond	<i>Director, Physical Plant</i>
Jill Burleson	<i>Maintenance Staff</i>
Doug Clayton	<i>Maintenance Staff</i>
Wanda Frick	<i>Maintenance Staff</i>
Kaye Goodman	<i>Maintenance Staff</i>
Tony Jordan	<i>Maintenance Staff</i>
Mark Lowder	<i>Maintenance Staff</i>
Jean Mesimer	<i>Maintenance Staff</i>
Homer Tindall	<i>Maintenance Staff</i>
Bill Whitley	<i>Maintenance Staff</i>

UNION TECHNICAL EDUCATION CENTER

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Carol Beers	<i>Continuing Education Secretary</i>
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Dr. Jack J. Crawford	<i>Director, Curriculum Programs</i>
Vicki C. Geddings	<i>Assistant to the Director of UTEC</i>
Timothy Goosch	<i>Maintenance Staff</i>
Linda C. Howell	<i>Counselor</i>
Rose Jodush	<i>Basic Skills Secretary</i>
Doris H. Johnson	<i>Assessment/Retention Coordinator</i>
Maureen T. Little	<i>Director, Corporate and Continuing Education</i>
Nancy P. Price	<i>Curriculum Secretary/Resource Center Assistant</i>
Tommy Thompson	<i>Instructor, Electronics Engineering Technology</i>
Denise S. Wilson	<i>Director, Basic Skills</i>
J. Dale Witmore	<i>Maintenance Supervisor</i>
Amy C. Wood	<i>Secretary to Counselor</i>

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for tuition purpose, a person must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least twelve (12) months immediately prior to his or her enrollment in a state maintained institution of higher education." Neither a foreign national nor an alien admitted to the United States on a student visa is eligible for resident tuition status. An alien holding a visa that will permit eventual permanent residence in the United States is subject to the same consideration as a citizen. The residency status of a student has no bearing upon consideration for acceptance to the College.

Do you claim to be a legal resident of North Carolina? ☐ Yes ☐ No

Have you ever lived outside of North Carolina: ☐ Yes ☐ No

If YES, when did you move to North Carolina? / /

Month Year

If you previously lived outside of North Carolina, in what state did you reside and for what purpose?

State Purpose (military, education, employment)

EMERGENCY INFORMATION

Give name, address, and telephone number of family physician:

In case of emergency, contact:

Name	Relationship	Telephone
In case of emergency, a physician and/or ambulance may be called at the student's expense to provide medical service.		

I certify that all of the responses on this application are true to the best of my knowledge, and I am aware that any deliberate omission or falsification of information may result in denial of admission or dismissal.

ADMISSIONS DATA

Program applying for: _____

(If not seeking degree, diploma, or certificate, enter "Special Credit.")

College Use:
Advisor:

Year and term to enter: 19 _____ Fall _____ Spring _____ Summer _____

Do you plan to attend: _____ day _____ evening

_____ full time (12 or more credit hours) _____ part time (fewer than 12 credit hours)

Your status at SCC: _____ New student _____ Transfer student _____ Returning student

If returning student, did you attend SCC prior to 1985? _____ Yes _____ No

Employment status while enrolled: _____ Full time _____ Part time _____ Unemployed

List of all schools, colleges, and universities attended since high school:

Institution

City/State

College Use Only

RESIDENCY STATUS

Under North Carolina law, a person may qualify as a resident for tuition purposes in North Carolina, thereby being eligible for a tuition rate lower than that for nonresidents. Copies of the applicable law and of implementing regulations are available for inspection in the Admission Office and may be examined upon request. North Carolina Statute (G.S. 116-143.1) requires that "To qualify as a resident



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